The Performance of Historically Underachieving Groups of Students in South Carolina Elementary and Middle Schools: Renewing the Call to Action

South Carolina Education Oversight Committee
Division of Accountability

PO Box 11867
Blatt Building, Rm 227
Columbia, SC 29211

www.sceoc.org

April 2006

Executive Summary
The Performance of Historically Underachieving Groups of Children in South Carolina Elementary and Middle Schools: Renewing the Call to Action (April 2006)

This is the fourth annual report on progress toward closing the gaps in Palmetto Achievement Challenge Test (PACT) achievement among demographic groups of South Carolina students enrolled in grades 3 through 8.

- Differences in achievement at the Basic or above and the Proficient or Advanced performance levels were studied for White students, African-American students, Hispanic students, students participating in the federal free- or reduced-price lunch program, and students not participating in the federal lunch program (pay lunch).
- Student achievement on the PACT English language arts (ELA), math, science, and social studies tests was examined.

Findings:

- There was very little change in ELA and math achievement in 2005 compared to 2004 (Table 1):
  - ✓ Approximately 75 percent of students statewide scored Basic or above on ELA and 75 percent scored Basic or above on math;
  - ✓ ELA performance at the Proficient or Advanced level increased 0.3 percentage points in 2005, and math performance at the Proficient or Advanced level increased 1.4 percentage points;
  - ✓ In both 2004 and 2005 one-fourth of all students failed the ELA test and one-fourth failed the math test (scored Below Basic);
  - ✓ In both years approximately one-third of all students scored at the Proficient or Advanced level on the ELA test and one-third scored Proficient or Advanced on the math test.
- Gaps in ELA and math achievement between White and African-American students and between free- or reduced-price lunch program and pay lunch students changed little between 2004 and 2005, while gaps between White and Hispanic students decreased (Table 2, Figures 1-4).
- The range of achievement gaps observed in 2005:
  - ✓ pay lunch students scored 20.2 percentage points higher than free- or reduced-price lunch students at the Basic or above level in math;
  - ✓ White students scored 28.0 percentage points higher than African-American students at the Proficient or Advanced level in math.
- Achievement gaps in PACT science and social studies performance were studied for the first time in 2005 (Tables 3 and 4):
  - ✓ Performance in science and social studies was lower than in ELA and math;
  - ✓ Science was the most difficult test for all groups of students and the largest gaps in achievement were observed on the science test;
  - ✓ Beginning with the Spring 2006 test results, schools closing the achievement gaps in PACT science and social studies will be identified and their achievements will be recognized.
- Achievement gaps in PACT ELA and math among demographic groups of students attending high-, low- and average-performing schools were studied (figures 5-8):
  - o The student groups studied were White pay lunch; White free- or reduced-price lunch; African-American pay lunch; African-American free- or reduced-price lunch; Hispanic pay lunch; and Hispanic free- or reduced-price lunch

    - Schools were classified according to their 2005 report card Absolute Ratings (Excellent; Good; Average; Below Average; Unsatisfactory).
  - ✓ Members of all student demographic groups scored higher in higher-achieving schools;
  - ✓ The largest gaps were observed between White pay lunch students and African-American and Hispanic free- or reduced-price lunch students, regardless of the overall school performance level;
  - ✓ White free- or reduced-price lunch students and African-American pay lunch students achieved at approximately the same levels regardless of overall school performance;
  - ✓ Achievement gaps at the Proficient or Advanced level in both ELA and math are larger in Excellent or Good schools than in Below Average or Unsatisfactory schools, indicating that disparities at higher levels of achievement are greater among the demographic groups than at lower achievement levels.
- One hundred thirty-eight (16 percent) of the 863 elementary and middle schools studied were recognized for closing achievement gaps in PACT ELA or math in 2005 for at least one historically underachieving demographic group (African-American students; Hispanic students; free- or reduced-price lunch students) (Table 6).
  - ✓ This was a small increase over the 132 schools identified in 2004, reflecting the limited progress observed in PACT ELA and math in 2005;
  - ✓ Many of the schools recognized in previous years for closing the achievement gap have maintained their accomplishment:
    - sixty-four schools recognized in 2005 were also recognized in 2004;
    - thirty-two of these schools have been recognized for four consecutive years.
  - ✓ Many of the schools recognized for closing the achievement gaps in 2005 were high-poverty schools:
    - sixteen of the recognized schools had 90 percent or more of their students in poverty;
    - twelve more recognized schools had 80-89 percent of their students in poverty; and
    - twenty-two additional recognized schools had 70-79 percent of their students in poverty.
  - ✓ These schools provide ample evidence that high performance levels can be achieved in high-poverty schools.

<u>Issues and Recommendations</u>

- Reducing achievement gaps in Excellent, Good, and Average schools may require different approaches than reducing gaps in Below Average and Unsatisfactory schools:
  - ✓ Historically underachieving groups of students represent relatively low proportions of students in Excellent, Good, or Average schools;
  - ✓ Historically underachieving groups of students predominate in the enrollments in Below Average and Unsatisfactory schools;
  - ✓ The challenge for high-performing schools is to raise the achievement of their lower income and minority students while maintaining the high levels of achievement of their higher-scoring students;
  - ✓ The challenge for low-performing schools is to raise the achievement levels of all groups.
- The high-poverty schools in South Carolina recognized for closing achievement gaps demonstrate how the achievement of historically underachieving groups of students can be increased.
- The observation that there was no reduction in the 25 percent of students who failed the ELA test and the 25 percent who failed the math test in 2005 compared to 2004 indicates that

greater efforts must be made to help low-scoring students improve their achievement if all students are to eventually achieve at the Proficient or higher level.

Recommendations:

- Carry out all the recommendations of the *African American Student Achievement Committee Report*;
- Focus attention on those students falling behind in school and provide for their needs as provided in the EAA:
  - ✓ Increase instructional time for these students;
  - ✓ Develop clear, effective Academic Assistance Plans for each child and rigorously fulfill the Plan;
  - ✓ Improve the literacy development of our youngest children by providing effective family literacy programs;
  - ✓ Focus our preschool intervention programs, such as the four year old child development program, on children most at risk for later school failure;
- Provide for the health and safety of all our children, with special attention to children who currently lack access to care;
- Provide strong interventions to reduce the academic weaknesses of students entering high school;
- Consider implementing the recommendations contained in the following recently reported studies:
  - ✓ *Common Ground for School Improvement (EOC, 2006c)*
  - ✓ *Report to the Governor of the South Carolina Education Reform Council (Governor's Office, 2006)*
  - ✓ *Results and Related Recommendations of the Inventory and Study of Four-Year-Old Kindergarten Programs in South Carolina (EOC, 2006b)*
  - ✓ *Report of the High School Redesign Commission (S. C. Department of Education, 2006).*

The gaps in the test score achievement levels observed among demographic groups of students have been described extensively (Jencks and Phillips, 1998). The focus in many of these studies is on historically underachieving groups of students (members of ethnic minority groups and students in poverty). Reducing achievement gaps between student groups by raising the scores of lower scoring members of those groups while at the same time maintaining the achievement levels of high-achieving groups is recognized as a necessary component of efforts to raise overall educational performance.

In 2003 the Education Oversight Committee (EOC) issued a report on the achievement gaps revealed in the 2002 Palmetto Achievement Challenge Test (PACT) data, in 2004 a second report based on 2003 PACT data was issued, and a third report based on 2004 PACT data was made in June 2005 (EOC, 2003, 2004, 2005). The reports published in 2003 and 2004 reported the size of the achievement gaps and recognized schools which were closing those gaps, and the 2004 report presented a call to action listing actions which needed to be taken to reduce the achievement gaps in all South Carolina elementary and middle schools. This report continues the previous studies by analyzing the 2005 PACT data and provides an update of progress toward fulfilling the call to action made two years ago.

What is the achievement gap?

The achievement gap is often described in terms of differential performance by different student demographic groups on state or national achievement tests. For example, a finding from the National Assessment of Educational Progress (NAEP) is that the performance of White students exceeds that of African-American students, and the performance of students living above the poverty line exceeds that of students living in poverty (Grissmer, Flanagan, and Williamson, 1998; Hedges and Nowell, 1998).

A primary goal for education reform is to close the achievement gaps among demographic groups by raising the performance of all groups, with the expectation that the lower scoring groups must improve more rapidly than the higher scoring groups to "catch up." The gap is described in terms of the target group (the lower-scoring demographic group) and the comparison group (the higher-scoring group). The target groups are members of historically underachieving demographic groups such as African-American or Hispanic students or students living in poverty, while the comparison groups include White students and students from more affluent families. The difference in achievement between the target and comparison groups at various performance levels (on PACT, these are the Basic, Proficient, or Advanced performance levels) is the achievement gap. Reducing the gap can be accomplished in two ways. Both the target and comparison groups can be poorly performing, resulting in small gaps but low achievement for all. Or, the achievement of both target and comparison groups can be raised to a similar high level. The latter is the desirable outcome, and the approach South Carolina educators are pursuing.

The studies

For these studies the EOC staff studied the 2004-2005 performance of elementary and middle school students on PACT English language arts (ELA), mathematics, science, and social studies in grades three through eight. In addition to evaluating the performance of all students, the study focused on the performance of African-American, Hispanic, and White students, and of students participating in the federal free- or reduced-price price lunch program and students who pay for lunch. The target groups were African-American and Hispanic students and students participating in the free- or reduced-price lunch program. The comparison groups were White students and students not participating in the lunch program (pay lunch). A breakdown of the numbers and percentages of

students belonging to these demographic groups in the PACT data used for this analysis revealed that approximately 54.1 percent of the students whose data were studied were White, 40.1 percent were African-American, 3.5 percent were Hispanic, and 2.2 percent belonged to other ethnic groups. Approximately 54.5 percent of the students received free- or reduced-price lunches, while 45.5 percent of the students had sufficiently high family incomes (higher than 185 percent of the federal poverty level) that they were not eligible to participate in the federal lunch program.

There were large differences among the ethnic groups in their participation in the free- or reduced-price lunch program, which reflects differences among the groups in the extent of poverty in their communities. For example, 81 percent of African-American and 79 percent of Hispanic students participated in the free- or reduced-price lunch program compared to 33 percent of White students. Two-thirds of all the students receiving free- or reduced-price lunch are African-American or Hispanic, and one-third are White. On the other hand, only 19 percent of the students who were not eligible to participate in the free- or reduced-price lunch program (pay lunch) because of their family incomes were African-American or Hispanic, while 81 percent of the pay lunch students were White.

The PACT achievement levels studied were the percentages of students in the target and comparison groups scoring Basic or above (Basic, Proficient, or Advanced) and percentages scoring Proficient or higher (Proficient or Advanced) on the PACT English language arts (ELA), math, science, and social studies tests administered in spring 2005.

We also identified a group of schools that were closing the achievement gap for at least one of the target groups in at least one subject area. These schools provide examples of educational practices that can be encouraged and implemented in other schools.

Results from the PACT study

Data for the study came from three primary sources: 2005 PACT statewide test results for demographic groups published on the SC Department of Education (SDE) Web site (www.myscschools.com); the data published on the 2005 school report cards (provided to the EOC on October 26 and November 4, 2005); and the original 2005 PACT student data files. The 2005 PACT results reported on the SDE web site are from students who were tested in Spring 2005. The test data from the report card files are from students who were attending the same school on both the 45th day and on the first day of testing; these data also include data from students with disabilities tested at a lower grade level than their nominal grade based on age (off-level testing).

PACT ELA and Math Achievement Gaps

The data analysis is presented first at the statewide level for five demographic groups: African-American students; Hispanic students; White students; students participating in the federal free- or reduced-price price lunch program (free- or reduced-price or subsidized meals); and students not participating in the federal lunch program (full-pay meals). The analyses are presented for the percentages of students scoring Basic or Above (e.g., Basic, Proficient, or Advanced) and for percentages of students scoring Proficient or Advanced.

The statewide results for the 2002, 2003, 2004, and 2005 PACT ELA and Math administrations are listed in Table 1, and the achievement gaps are listed in Table 2.

Table 1
2002, 2003, 2004 and 2005 PACT ELA and Math Results By Demographic Group

Demographic Group	ELA								Math							
	Percent Basic or Above				Percent Proficient or Advanced				Percent Basic or Above				Percent Proficient or Advanced			
	2002	2003	2004	**2005**	2002	2003	2004	**2005**	2002	2003	2004	**2005**	2002	2003	2004	**2005**
All Students	74.7	70.5	75.2	**75.3**	31.2	27.3	33.4	**33.7**	68.2	73.8	75.9	**75.8**	28.6	29.6	31.8	**33.2**
White	84.8	81.1	84.9	**84.9**	42.9	37.8	44.4	**44.8**	80.4	84.9	85.8	**85.7**	40.2	41.7	43.9	**45.0**
African-American	61.2	57.2	62.8	**62.9**	15.3	13.6	18.7	**18.8**	51.6	59.4	62.9	**62.9**	12.7	13.4	15.5	**17.0**
Hispanic	NA	NA	61.6	**63.2**	NA	NA	22.5	**23.7**	NA	NA	65.4	**65.4**	NA	NA	21.6	**23.5**
Free/Reduced Lunch	63.3	58.9	64.8	**65.1**	16.7	14.6	20.3	**20.6**	55.4	63.0	66.1	**66.3**	15.2	16.1	18.5	**20.1**
Pay Lunch	86.9	83.5	86.3	**86.6**	46.4	41.4	47.3	**48.3**	81.8	85.9	86.5	**86.5**	42.8	44.5	46.1	**47.8**

NA - Not Available
Data Source: SC Department of Education

The data in Table 1 indicate that pay lunch students have the highest scores in all four years. The percentages of students scoring Proficient or Advanced are considerably lower than the percentages scoring Basic or above for all groups.

Regarding the performance on each test at each performance level in 2005 compared to 2004, the data in Table 1 also show:

- ELA Basic or above in 2005 increased slightly for all students, African-American students, and free- or reduced-price lunch students, did not change for White and pay lunch students, and increased somewhat substantially for Hispanic students;
- ELA Proficient or Advanced increased somewhat for all students, White students, African-American students, and free- or reduced-price lunch students, and somewhat substantially for Hispanic and pay lunch students;
- Math Basic or above increased slightly for free- or reduced-price lunch students, remained the same for African-American students, Hispanic students, and pay lunch students, and decreased for all students and White students;
- Math Proficient or Advanced increased more than one percentage point for every student group.

The achievement gaps among the groups listed in Table 2 below were calculated by subtracting the performance of the target groups (African-American, Hispanic, and free- or reduced-price lunch) from that of the comparison groups (White and pay lunch). Since the comparison groups score higher than the target groups, the differences are positive. For example, the percentage of White students scoring Basic or above in ELA was 23.6 percentage points higher than African-American students in 2002, 23.9 percentage points higher in 2003, 22.1 percentage points higher in 2004, and 22.0 percentage points higher in 2005. The gaps in 2005 ranged from a low of 20.2 percent (Math percent Basic or above for free- or reduced-price lunch vs. pay lunch students) to a high of 28.0 percent (Math percent Proficient or Advanced, White vs. African-American students). The results were mixed among the twelve possible comparisons of 2005 and 2004 gaps. Two of the three gaps at the Basic or above level in ELA decreased and one was unchanged; all the gaps at the Basic or above levels for Math declined in 2005. Two of the gaps at the ELA Proficient or Advanced levels increased and one decreased, while two of the gaps at the Math Proficient or Advanced levels decreased and one increased in 2005.

Table 2
2002, 2003, 2004, and 2005 PACT ELA and Math Achievement Gaps Among Demographic Groups

Comparison Group – Target Group	ELA								Math							
	Percent Basic or Above				Percent Proficient or Advanced				Percent Basic or Above				Percent Proficient or Advanced			
	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
White - African-American	23.6	23.9	22.1	22.0↓	27.6	24.2	25.7	26.0↑	28.8	25.5	22.9	22.8↓	27.5	28.3	28.4	28.0↓
White – Hispanic	NA	NA	23.3	21.7↓	NA	NA	21.9	21.1↓	NA	NA	20.4	20.3↓	NA	NA	22.3	21.5↓
Pay Lunch - Free/Reduced Lunch	23.6	24.6	21.5	21.5	29.7	26.8	27.0	27.7↑	26.4	22.9	20.4	20.2↓	27.6	28.4	27.6	27.7↑

NA = not available
↑ = gap increased from 2004
↓ = gap decreased from 2004

The achievement gaps for 2002, 2003, 2004 and 2005 are also displayed in Figures 1 – 4 for all groups (gap data for Hispanic students were not available in 2002 and 2003). Figures 1 and 2 present the data on the gaps in the percentages of students scoring at the Basic or above levels on PACT ELA and Math, respectively. In PACT ELA Basic or above (Figure 1), the sizes of the achievement gaps among the target and comparison groups were similar each year studied. The gaps increased slightly in 2003 compared to 2002, but then decreased in 2004 so the 2004 gaps are slightly lower than those observed in 2002. The gaps for White vs. African-American and free- or reduced-price lunch vs. pay lunch remained essentially the same in 2005 as in 2004. The gap between White and Hispanic students decreased in 2005, however. Minimal progress in reducing the gaps in ELA at the Basic or above levels has been achieved since 2002.

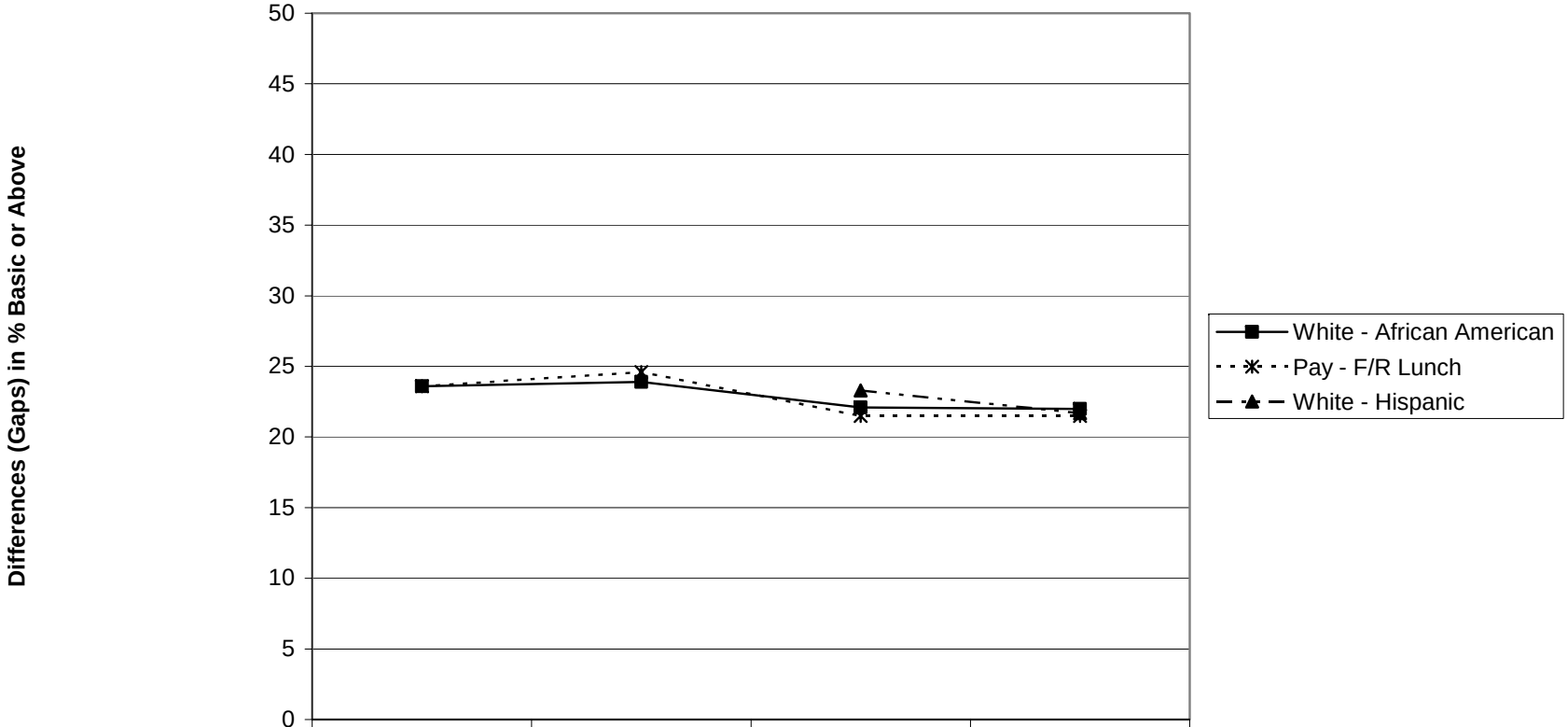
In contrast, progress in reducing the gaps in PACT Math performance at the Basic or above levels was consistent and encouraging through 2004, but leveled off in 2005 (Figure 2). Gaps between White and African-American students, while lower each year studied through 2004, remain consistently larger than gaps between White and Hispanic students and between pay and free- or reduced-price lunch students.

As shown in Figures 3 and 4, the achievement gaps observed at the Proficient or Advanced levels in PACT ELA and Math, respectively, are larger than those at the Basic or above performance levels for all groups but White vs. Hispanic students in ELA. Further, the gaps in PACT ELA increased slightly in 2005 compared to 2004 for all groups but White vs. Hispanic students (Figure 3). In PACT ELA Proficient or Advanced, the gaps between pay and free- or reduced-price lunch students are slightly larger than between White and African-American students and are more than six percentage points larger than for the White vs. Hispanic student comparison.

The largest achievement gap was observed in PACT Math at the Proficient or Advanced level (White vs. African-American students, Figure 4). The second-largest gaps (27.7 percentage points) were observed for pay lunch vs. free- or reduced-price lunch students for both ELA and math at the Proficient or Advanced levels. The gaps were similar in size for the White vs. African-American and free- or reduced-price lunch groups, and the gaps have remained similar in size since 2003. The gaps in math achievement between White and Hispanic students at the Proficient or Advanced level are smaller than for the other groups and decreased in 2005 compared to 2004.

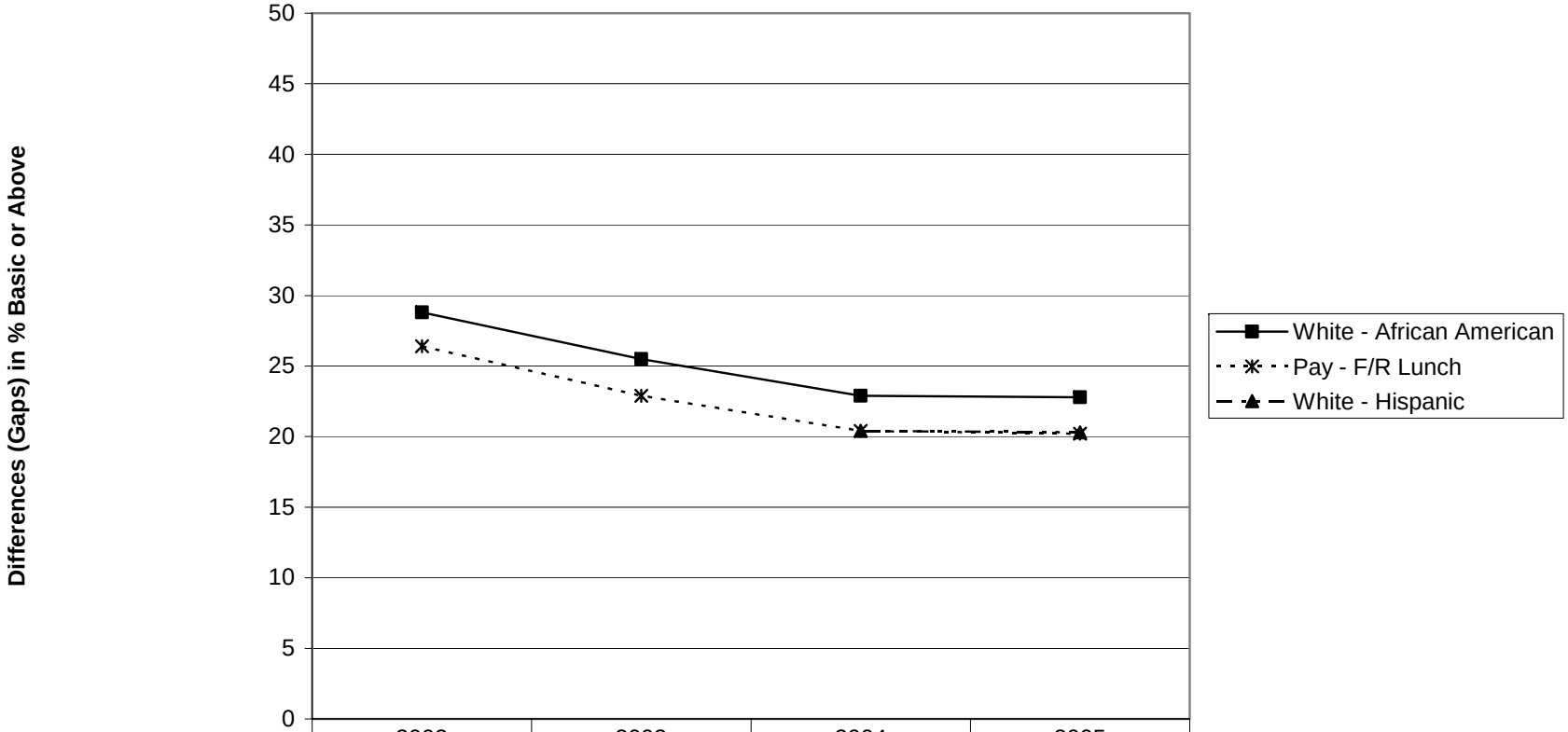
The overall increases or very slight reductions of the achievement gaps at the Proficient or Advanced levels for both ELA and Math observed since 2002 are not encouraging if South Carolina is to meet its achievement goals for all students. It is heartening that there have been increases in the percentages of students scoring Proficient or Advanced in recent years, although those increases have been quite moderate in ELA. Performance at the Basic or above level in both ELA and math did not increase in 2005 compared to 2004. Discouragingly, the percentages of students scoring Below Basic in both ELA and math in 2005 are not much different from those in 2004 and remain at approximately 25 percent, or one in four students.

Figure 1
PACT ELA Achievement Gaps, Percent Basic or Above, 2002-2005



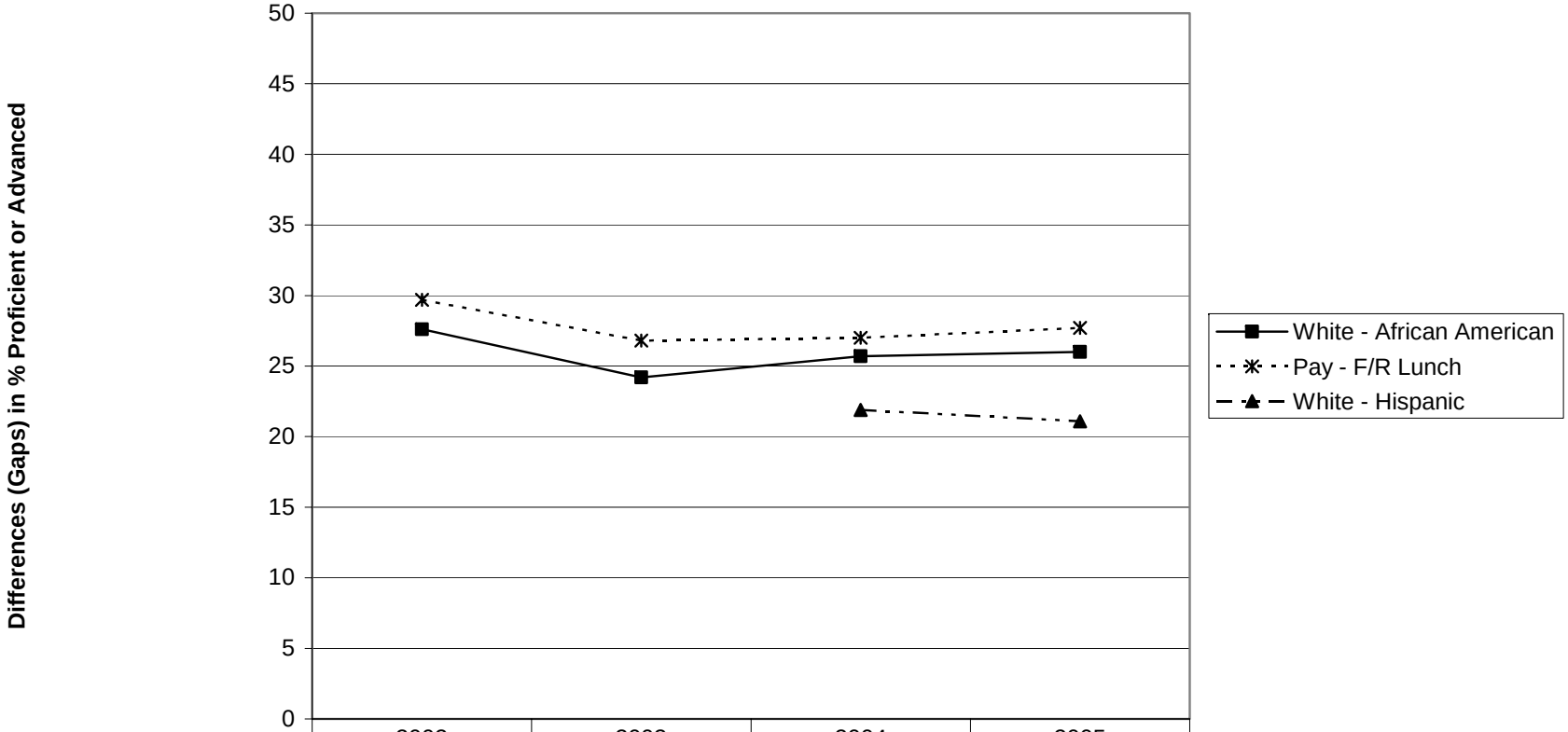
	2002	2003	2004	2005
White - African American	23.6	23.9	22.1	22
Pay - F/R Lunch	23.6	24.6	21.5	21.5
White - Hispanic			23.3	21.7

Figure 2
PACT Math Achievement Gaps, Percent Basic or Above, 2002-2005



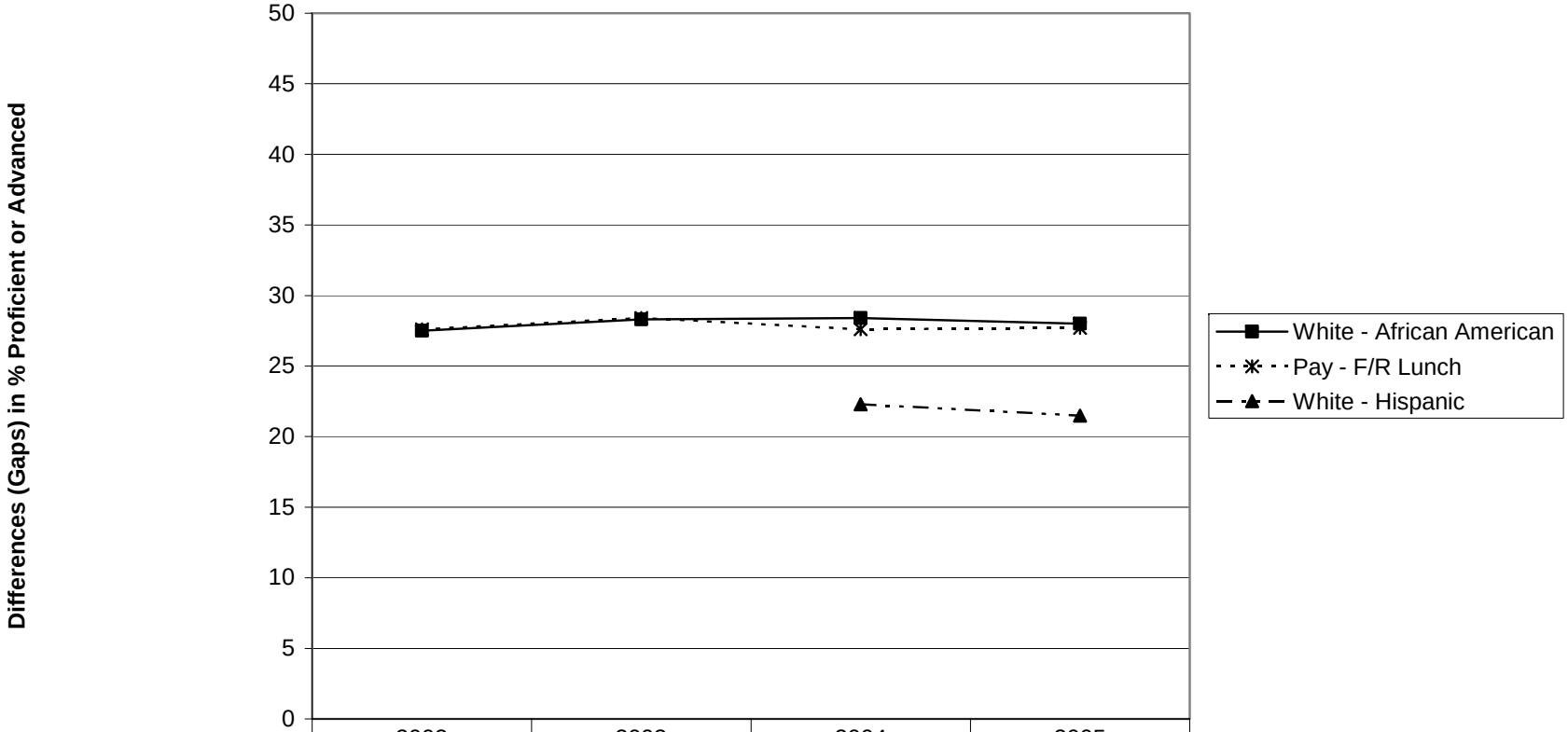
	2002	2003	2004	2005
White - African American	28.8	25.5	22.9	22.8
Pay - F/R Lunch	26.4	22.9	20.4	20.2
White - Hispanic			20.4	20.3

Figure 3
PACT ELA Achievement Gaps, Percent Proficient or Advanced, 2002-2005



	2002	2003	2004	2005
White - African American	27.6	24.2	25.7	26
Pay - F/R Lunch	29.7	26.8	27	27.7
White - Hispanic			21.9	21.1

Figure 4
PACT Math Achievement Gaps, Percent Proficient or Advanced, 2002-2005



	2002	2003	2004	2005
White - African American	27.5	28.3	28.4	28
Pay - F/R Lunch	27.6	28.4	27.6	27.7
White - Hispanic			22.3	21.5

PACT Science and Social Studies Achievement Gaps in 2005

The PACT science and social studies tests in grades 3 through 8 were administered for the third year in Spring 2005. The results from the PACT science and social studies tests were used for the first time in the calculation of school and district ratings in 2005. The science and social studies standards and tests are well established and it is appropriate that we begin evaluating the performance of demographic groups of students in these subject areas. The statewide results from the Spring 2005 PACT science and social studies tests by demographic group are listed in Table 3.

Table 3
2005 PACT Science and Social Studies Results By Demographic Group

Demographic Group	Science		Social Studies	
	Percent Basic or Above	Percent Proficient or Advanced	Percent Basic or Above	Percent Proficient or Advanced
All Students	60.1	26.1	68.3	27.0
White	74.4	38.2	79.5	38.1
African-American	41.2	10.1	53.2	12.1
Hispanic	49.5	16.2	61.7	19.0
Free- or Reduced-Price Lunch	45.7	13.1	56.1	14.2
Pay Lunch	76.7	41.1	82.3	41.8

Data Source: SC Department of Education

The 2005 science test was the most difficult PACT test for all students. Pay lunch students had the highest performance on the science and social studies tests at both the Basic or above and Proficient or Advanced levels, and African-American students had the lowest performance. Less than one-half of the African-American, Hispanic, and free- or reduced-price lunch students passed the science test at the minimal, Basic, level. Approximately one in ten African-American students, one in six Hispanic students, and one in eight free- or reduced-price lunch students scored Proficient or Advanced on the science test. Performance was somewhat higher on the social studies test, with one in eight African-American students, one in five Hispanic students, and one in seven free- or reduced-price lunch students scoring Proficient or Advanced.

The gaps in PACT science and social studies achievement among these demographic groups of students are listed in Table 4.

Table 4
2005 PACT Science and Social Studies Achievement Gaps Among Demographic Groups

Comparison Group – Target Group	Science		Social Studies	
	Percent Basic or Above	Percent Proficient or Advanced	Percent Basic or Above	Percent Proficient or Advanced
White – African-American	33.2	28.1	26.3	26.0
White – Hispanic	24.9	22.0	17.8	19.1
Pay Lunch – Free- or Reduced-Price Lunch	31.0	28.0	26.2	27.6

The achievement gaps in science are larger than those in social studies. The gaps in science achievement between White and African-American students are the largest of all the demographic comparisons on all the PACT tests (ELA, math, science, and social studies) in 2005. The achievement differences between White and Hispanic students are smaller than those observed between White and African-American students and pay lunch and free- or reduced-price lunch students.

EOC staff plan to follow the progress of achievement gap reductions in PACT performance in all four subject areas in future years. Beginning with the Spring 2006 results, schools closing the gaps in science and social studies will be identified and their achievements will be recognized.

Achievement Gaps and School Performance

One of the goals for these analyses was to shed some light on the association of ethnicity and socioeconomic status with school PACT performance in 2005. The data reported above indicate that the average performance of African-American students is lower than that of White students, with the average performance of Hispanic students midway between White and African-American students. Further, the data show that the performance of free- or reduced-price lunch students is lower than that of pay lunch students. Without further analysis, we cannot tell from the data the extent to which the lower performance of African-American or Hispanic students is related to poverty.

To gain some insight into this issue, we reanalyzed the data by subdividing the ethnic groups into two categories: those participating in the free- or reduced-price lunch program and those who paid for their lunches. This enabled us to evaluate the relationship of poverty to the performance of different ethnic groups attending schools differing in their overall achievement levels, as measured by the school report card Absolute Ratings.

It is important to keep in mind that the use of the federal subsidized lunch data allows only partial control for the effects of poverty because of the differential levels of poverty in the African-American, Hispanic, and White communities. The U.S. Census data reported by Kids Count indicate that poverty in South Carolina is deeper and more pervasive among African-

American families than White families. These data reveal that the median income of African-American families in 2000 was $28,742, while the median for White non-Hispanic families was $50,794 (data for Hispanic families were not available). The upper income limit of eligibility for the federal reduced lunch program for a child from a family of four is $35,798; for the free lunch program it is $25,155 for a family of four (S.C. Department of Education, 2005). The median family income for African-American families is at a level to qualify for the reduced lunch program, while the median family income for non-Hispanic White families is well above the cut-off for the program. When reviewing the findings from these analyses, it is important to keep in mind that the use of the federal subsidized lunch eligibility data may not provide an adequate control for socioeconomic status. It is likely, for example, that the poverty of African-American and Hispanic children participating in the free- or reduced-price lunch program may be deeper than that of White children participating in the program, and that the family wealth of African-American and Hispanic children not participating in the program may still be considerably lower than that of White pay lunch children. Thus the differences in performance between African-American, Hispanic, and White children who have the same federal lunch program status may be related to differences in economic status among the ethnic groups which cannot be detected with the data available for this analysis.

The analysis of the six demographic subgroups (African-American pay lunch; African-American free- or reduced-price lunch; Hispanic pay lunch; Hispanic free- or reduced-price lunch; White pay lunch; White free- or reduced-price lunch) was conducted at the school level. The performance of each subgroup was summarized by school Absolute Rating. The results are shown in Figures 5-8.

- Across both ELA and Math and for each PACT performance level (percent Basic or above and percent Proficient or Advanced), the performance for each subgroup was higher for each higher level of school rating;
- Across both ELA and Math and for each PACT performance level and for all school rating levels, the achievement of White pay lunch students was the highest and the achievement of African-American and of Hispanic free- or reduced-price lunch students was the lowest;
- For both ELA and Math and for both PACT performance levels (percent Basic or above and percent Proficient or Advanced), the achievement levels of African-American pay lunch students and that of White free- or reduced-price lunch students are similar for most school rating levels;
- For both ELA and Math percent Basic or above (Figures 5 and 7), the magnitude of the gaps between the subgroups are similar across the school rating levels;
- For both ELA and Math percent Proficient or Advanced (Figures 6 and 8), the achievement gaps are larger for schools with higher Absolute Ratings than for lower-rated schools, especially the gaps between White pay lunch students and African-American and Hispanic free- or reduced-price lunch students.

The interpretation of the data regarding Hispanic students in Figures 5 through 8 should be made cautiously because of the relatively low numbers of Hispanic students attending S.C. schools (for example, there were only 2,197 Hispanic pay lunch students attending the 863 schools studied). However, the findings for White and African-American pay and free- or reduced-price lunch students are based on 282,689 students and most of the observed differences are statistically significant. The larger achievement gaps at the Proficient or Advanced level observed in Excellent or Good compared to Below Average or Unsatisfactory schools may in part reflect a “floor” effect on the scores in Below Average and Unsatisfactory schools, with very few of the students in the demographic groups in these schools scoring at the

Proficient or higher level. However, the large achievement gaps in the Excellent, Good, and Average schools should receive attention because these schools tend to have fewer historically underachieving groups of students enrolled than Below Average and Unsatisfactory schools, making it easier to target effective interventions to raise individual student achievement.

Figure 5

2005 PACT English/Language Arts
by 2005 School Absolute Rating
Percent Basic or Above

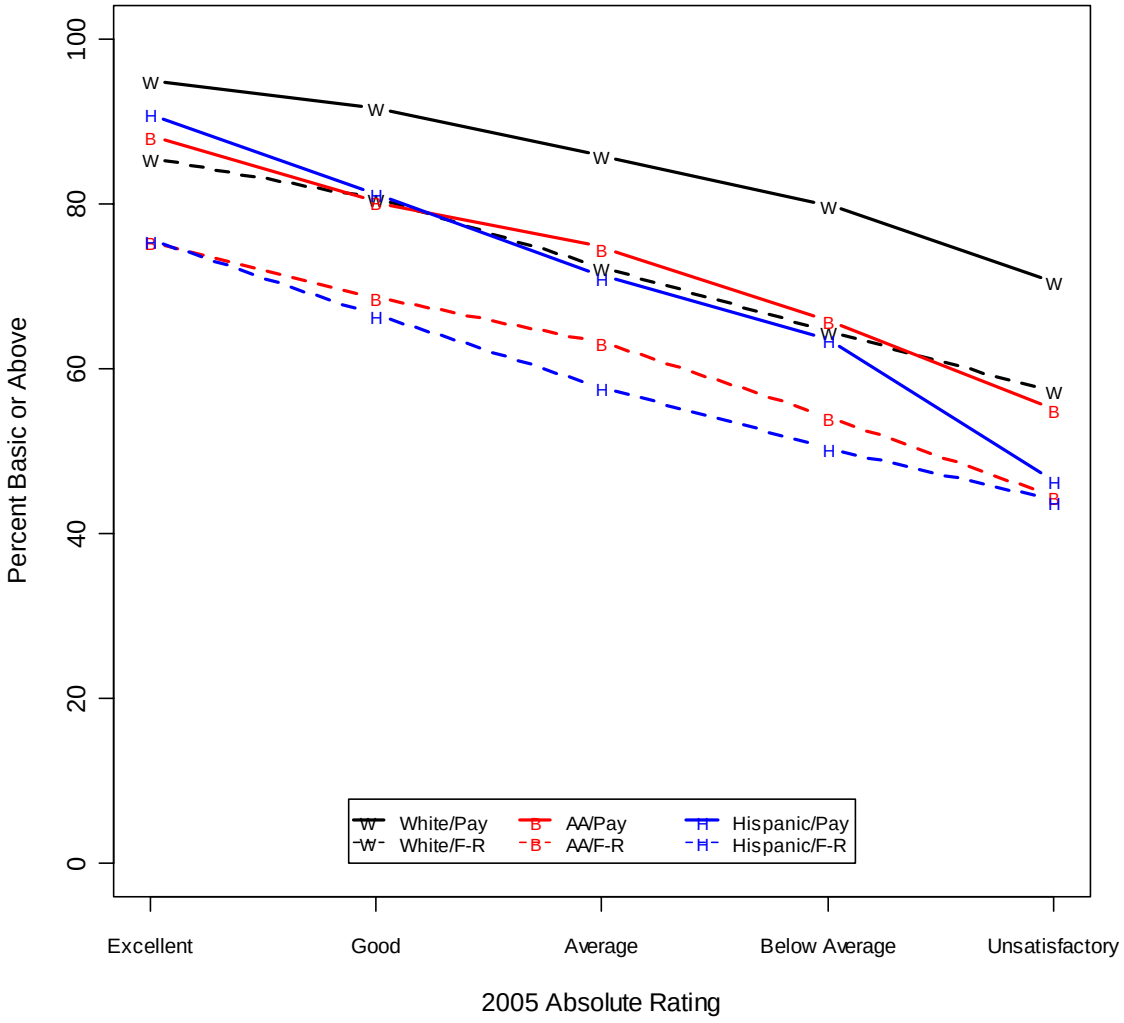


Figure 6

2005 PACT English/Language Arts
by 2005 School Absolute Rating
Percent Proficient or Advanced

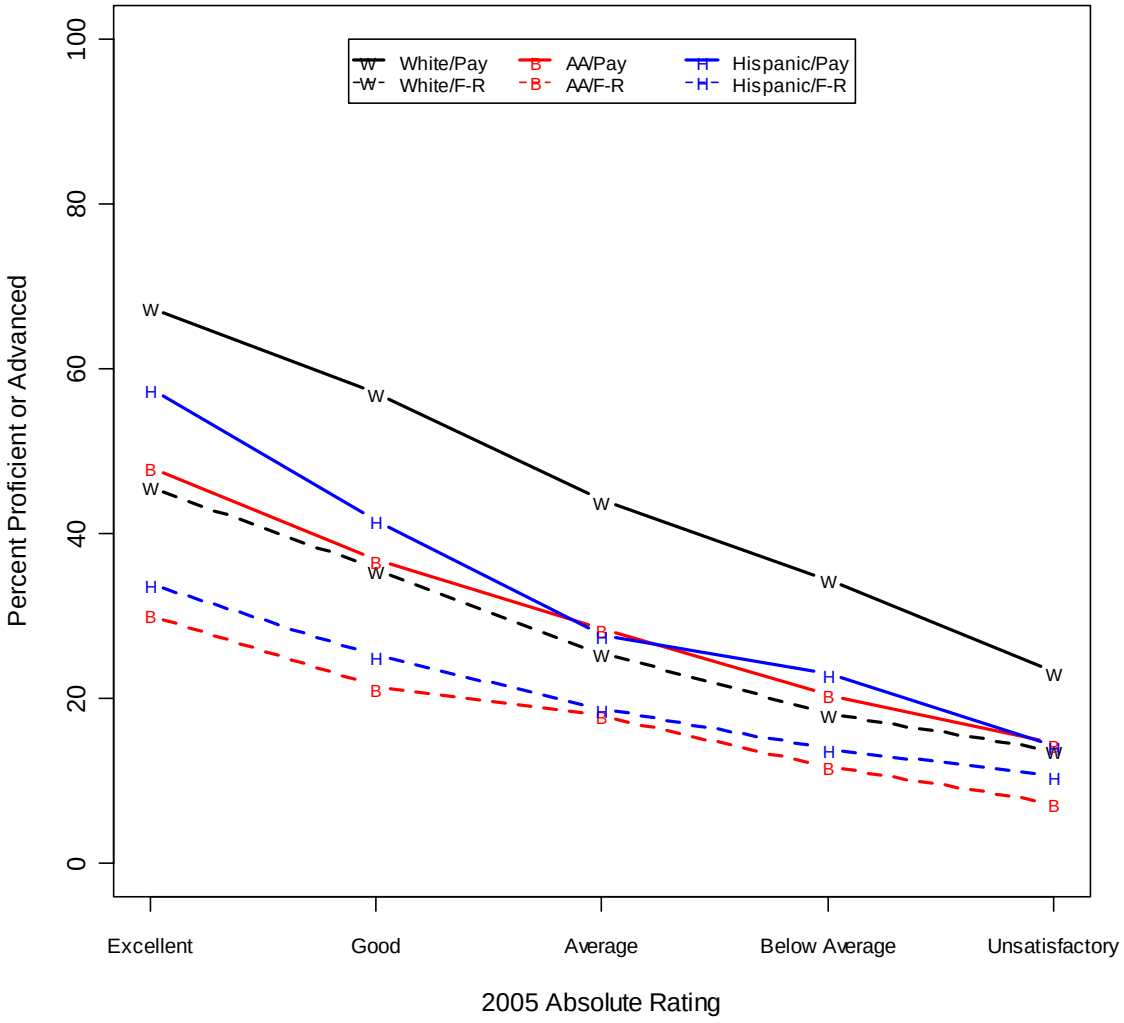


Figure 7

2005 PACT Mathematics
by 2005 School Absolute Rating
Percent Basic or Above

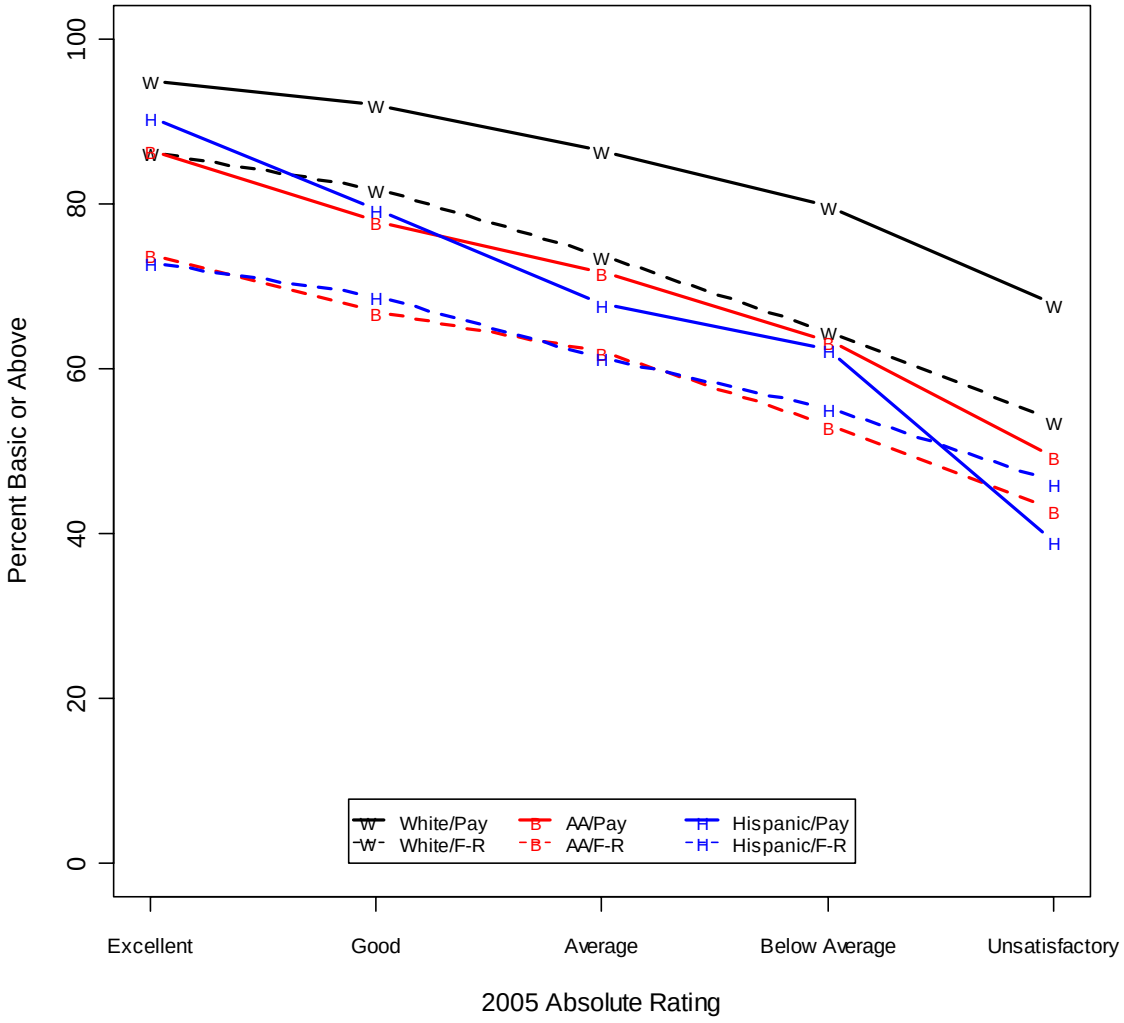
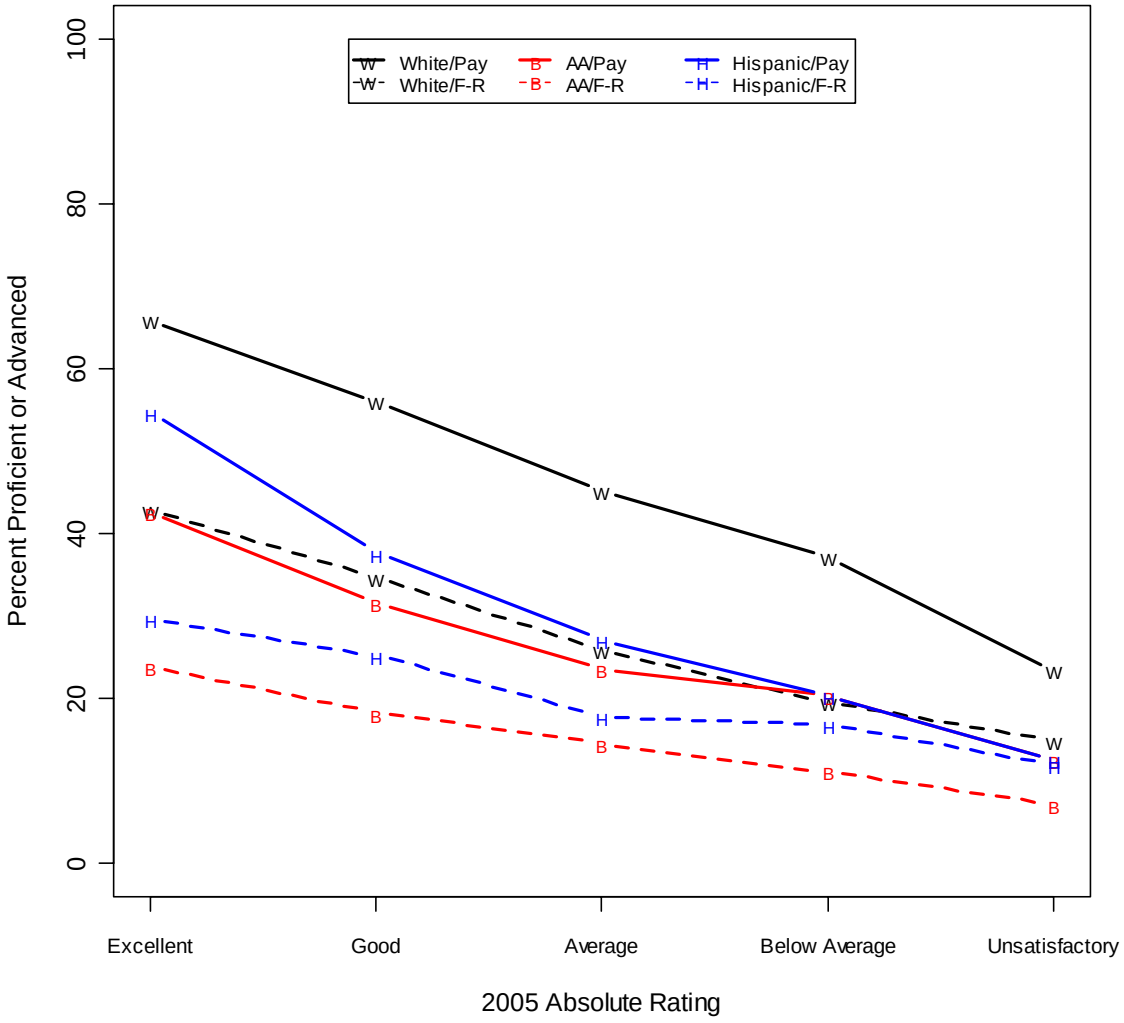


Figure 8

2005 PACT Mathematics
by 2005 School Absolute Rating
Percent Proficient or Advanced



Identification of schools closing the gap

To provide further insight into the achievement gap in South Carolina, we identified schools that showed high levels of performance by one or more of the target groups in ELA, math, or both. The performance of the target group of students had to be in the range of the statewide performance of the comparison group or higher. For example, a school in which the percentage of African-American students (target group) scoring Proficient or Advanced was in the range of or higher than the percentage of White students (comparison group) scoring at that level *statewide* would meet the criteria for selection. The following process was used to identify these schools.

These prerequisite conditions had to be met for a school to be considered:

- The school must have test results from at least one of the target groups to be considered;
- The size of the target group in the school must be large enough to provide reliable information (at least 30 students enrolled and tested);
- The target group and the "all students" category in the school must meet the NCLB Adequate Yearly Progress objectives for percent tested, performance, and attendance.

The target and comparison groups studied were:

Target Group	**Comparison Group**
African American Students	White Students
Hispanic Students	White Students
Free/Reduced Price Lunch Students	Pay Lunch Students

To obtain the achievement cut points needed to identify schools making exemplary progress in closing the gap, schools were ranked by the 2005 PACT achievement performance of all students in the school for these tests and performance levels:

- ELA - percent scoring Basic or above;
- ELA - percent scoring Proficient or Advanced;
- Math - percent scoring Basic or above;
- Math - percent scoring Proficient or Advanced.

The achievement level for each test corresponding to the 75^{th} percentile and the 90^{th} percentile for all students in all schools was identified. These data and the averages of the school percentages of students scoring at each achievement level for all students and for the demographic groups are shown in Table 5. These analyses were carried out with school as the level of analysis, so the percentages listed in Table 5 represent the percentile ranks of schools and the average of the school percentages for all schools.

Table 5
75th and 90th Percentiles and Averages of
School Percentages of Students in Each Category
2005 PACT Test Performance

PACT Test Performance Levels	All Students – 75th School Percentile and Above (Recognition Level)	All Students – 90th School Percentile and Above (Distinguished Level)	Mean School Performance All Students	Mean School Performance African-American Students	Mean School Performance Hispanic Students	Mean School Performance White Students	Mean School Performance Free/Reduced Lunch Students	Mean School Performance Pay Lunch Students
ELA percent Basic or above	84.2%	90.4%	75.4%	68.4%	64.9%	83.2%	68.6%	84.7%
Math percent Basic or above	84.8%	90.0%	75.2%	67.0%	70.4%	83.7%	68.5%	84.5%
ELA percent Proficient or Advanced	44.8%	55.4%	34.2%	22.4%	24.3%	43.4%	24.2%	45.9%
Math percent Proficient or Advanced	40.3%	50.2%	31.4%	15.2%	25.9%	41.6%	21.4%	43.4%

Data Source: SC Department of Education www.myscschools.com

The data displayed in Table 5 illustrate that the average performance of the target groups of students (African-American, Hispanic, and free- or reduced-price lunch students) at each performance level on each test is lower than the performance of all students statewide and considerably lower than the performance of the comparison groups (White and pay lunch students). The data also indicate that the 75th school percentile for all students is very similar to that of the average performance of White and pay lunch students, and that the 90th school percentile for all students is well above the average performance of any of the comparison groups studied. If the average performance of target group students were at the same level as comparison group students, the students in the target groups would be scoring at approximately the 75th school percentile for all students based on current data. Since the goal is to eliminate the achievement gaps among groups while at the same time achieving at high levels for all groups, the 75th school percentile for all students was chosen as the goal for target group achievement for this study – if all target group students had achieved at this level while at the same time the comparison groups achieved at the same high level, the gaps in achievement would be eliminated. If a target group achieves at the level of schools at the 90th percentile for all students, its performance would be exceptional.

To identify schools closing the achievement gap, the performance of each qualifying target group (having at least 30 tested students) in each school was evaluated against the performance corresponding to the 75th and 90th percentiles for all schools statewide. The criteria for identification were that the target group had to score at least at the level of the 75th percentile for all students in all schools (this level of performance was near that of the comparison groups) on at least one subject area test. For example, a school in which 36 of the 42 African-American students (85.7 percent) tested scored Basic or above on the ELA test would be identified as a school closing the gap because 85.7 percent of the target group (African-American students) scored Basic or above, which is greater than the 75th percentile for all students (84.2 percent - see Table 5).

The performance of each target group in schools meeting the 75th percentile criterion was also examined to see if it was at or above the 90th percentile for all students in all schools (greatly exceeded the performance of the comparison group). In our example school, the 85.7 percent scoring Basic or above was less than the criterion at the 90th percentile (90.4 percent - Table 5).

Schools in which at least one target group met or exceeded the 75th or 90th percentile on at least one of the tests were identified as schools showing strong evidence of closing the achievement gap. Schools having at least one target group scoring at the 75th percentile or higher were designated “Recognized for Closing the Achievement Gap.” Schools in which a target group scored at the 90th percentile or above were designated “Distinguished for Closing the Achievement Gap.”

Results:

Eight hundred sixty-three schools had sufficient data to be evaluated for the performance of at least one target group of students. One hundred and one schools reporting PACT test data (12 percent) did not have a sufficient number of African-American students (at least 30), and nineteen schools (2 percent) did not have a sufficient number of free- or reduced-price lunch participants, so they could not be evaluated for the performance of these target groups. Ninety-eight schools (11 percent) had sufficient numbers of Hispanic students (at least 30) to include in the analysis of 2005 data, compared to 78 schools having sufficient data in 2004.

One hundred thirty-eight schools were identified for closing the gap for at least one group in at least one subject area. These schools represent approximately 16 percent of all schools having sufficient numbers of students in the target groups for analysis.

- One hundred schools had at least one target group achieve between the 75th and 89th state percentiles (Recognition);
- Thirty-eight had at least one group achieve at the 90th percentile or higher (Distinguished).

All 138 schools recognized for performance in 2005 are listed in Table 6.

Table 6
Schools With Target Demographic Groups Having PACT Performance "Recognized" or "Distinguished" for Closing the Achievement Gap in 2005

District	School	BEDS	% Poverty Level	Gap(s) Closing		
				African-American	Hispanic	Free/Reduced Lunch
ABBEVILLE	Cherokee Trail Elementary†	160018	72.07			21
ABBEVILLE	Diamond Hill Elementary†	160019	67.51			23
AIKEN	New Ellenton Middle	201010	70.26	5		21
AIKEN	Aiken Elementary	201016	55.22			17
AIKEN	Millbrook Elementary†	201035	59.56			17, 21
AIKEN	Oakwood-Windsor Elementary	201054	83.55	1, 3	9, 14, 15	17, 21
AIKEN	Chukker Creek Elementary†	201056	39.56	1		17
ANDERSON 1	Palmetto Elementary†	401004	79.08	1		18, 19, 21
ANDERSON 1	Cedar Grove Elementary#	401005	53.92			18, 21
ANDERSON 1	Pelzer Elementary†	401007	85.52			18, 19, 22
ANDERSON 1	Wren Middle†	401008	41.12			21, 23
ANDERSON 1	West Pelzer Elementary#	401009	57.25			17
ANDERSON 1	Spearman Elementary†	401011	57.93			21
ANDERSON 1	Wren Elementary#	401013	35.49			18, 20, 22
ANDERSON 1	Hunt Meadows Elementary#	401014	41.63			18
ANDERSON 1	Powdersville Middle	401061	33.33	5		
ANDERSON 2	Honea Path Elementary#	402018	65.15	1		17
ANDERSON 2	Wright Elementary†	402021	53.25			18, 20, 22, 24
ANDERSON 3	Starr Elementary	403026	75.69	1		
ANDERSON 5	Centerville Elementary†	405044	58.85	2, 5		17, 21
ANDERSON 5	Concord Elementary	405045	36.36	1		17, 19, 21
ANDERSON 5	New Prospect Elementary†	405051	72.45	2		18, 21
ANDERSON 5	Whitehall Elementary†	405059	82.14	1		17
BEAUFORT	Shell Point Elementary	701018	67.14	5, 7		21
BERKELEY	Westview Middle	801022	39.47		13, 15	
BERKELEY	Marrington Elementary#	801033	57.08			18, 20, 22, 23
BERKELEY	Marrington Middle	801034	48.29			23
BERKELEY	Howe Hall AIMS School	801036	46.46			18, 19, 22
CHARLESTON	C C Blaney Elementary	1001026	96.06	5		21
CHARLESTON	Harbor View Elementary	1001043	42.73			23

District	School	BEDS	% Poverty Level	Gap(s) Closing		
				African-American	Hispanic	Free/Reduced Lunch
CHARLESTON	Minnie Hughes Elementary	1001045	98.82	5, 7		22, 23
CHARLESTON	Oakland Elementary†	1001068	82.15	1, 5		18, 21
CHARLESTON	Clyde Sanders Elementary	1001076	98.88			23
CHARLESTON	Springfield Elementary	1001081	63.61			19
CHARLESTON	St Andrews School of Math & Sc	1001082	55.19	6		17, 21
CHARLESTON	Angel Oak Elementary	1001083	88.86	1		
CHARLESTON	Stono Park Elementary#	1001085	88.36	1, 3, 5, 7		17, 21, 23
CHARLESTON	Mamie Whitesides Elementary†	1001090	33.66			17, 21
CHARLESTON	Ashley River Creative Arts	1001091	30.51	1, 5		17, 21
CHARLESTON	Buist Academy#	1001094	14.5	2, 4, 6, 8		
CHARLESTON	Charleston School of the Arts	1001098	23.3	1, 3, 6		17, 19, 21
CHEROKEE	Goucher Elementary#	1101012	69.41			23
CLARENDON 1	St Paul Primary†	1401005	97.65			19
DARLINGTON	Pate Elementary#	1601018	86.92	1, 4, 5		18, 20
DILLON 2	East Elementary#	1702007	85.16	1, 4, 5		17, 20, 22
DORCHESTER 2	R H Rollings Middle School of#	1802012	17.68	2, 3, 6, 8		18, 19, 22, 24
DORCHESTER 2	Windsor Hill Elementary	1802019	57.32	1, 5		
EDGEFIELD	Merriwether Elementary#	1901008	59.45	1		17
FLORENCE 1	Royall Elementary	2101017	62.05			19
GEORGETOWN	Browns Ferry Elementary†	2201009	93.75	2, 4, 6, 7		18, 20, 22, 23
GEORGETOWN	Pleasant Hill Elementary†	2201012	87.01	5		22, 23
GEORGETOWN	Kensington Elementary	2201014	63.94	1		17, 21
GEORGETOWN	Plantersville Elementary†	2201020	96.55	7		23
GEORGETOWN	Sampit Elementary†	2201023	94.21	1		
GREENVILLE	Mauldin Elementary	2301067	48.04		9, 13	
GREENVILLE	Simpsonville Elementary	2301081	50.8		9	
GREENVILLE	Westcliffe Elementary	2301098	78.18			17
GREENVILLE	Oakview Elementary#	2301108	12.33	2, 3, 5		18
GREENVILLE	Riverside Middle	2301111	20.83		9, 13	
GREENVILLE	Bell's Crossing Elementary	2301112	25.05	1		
GREENWOOD 51	Ware Shoals Primary	2451022	77.64			17
HAMPTON 1	Brunson Elementary	2501004	75.72			21
HORRY	Aynor Elementary†	2601014	75.08			19, 23
HORRY	Daisy Elementary†	2601021	90.2			21, 23

District	School	BEDS	% Poverty Level	Gap(s) Closing		
				African-American	Hispanic	Free/Reduced Lunch
HORRY	Kingston Elementary	2601028	79.28			21
HORRY	Lakewood Elementary[#]	2601029	46.18			19, 23
HORRY	Midland Elementary[†]	2601033	74.34			18, 19, 22, 23
HORRY	Myrtle Beach Elementary[†]	2601034	72.01	1		17, 19, 21
HORRY	Conway Elementary	2601036	72.69	1		17
HORRY	Forestbrook Elementary[#]	2601046	56.16			18, 20, 22, 24
HORRY	North Myrtle Beach Elementary	2601048	68.81	1, 3		17, 19, 21
HORRY	Carolina Forest Elementary[#]	2601049	47.34			17, 19, 21, 23
HORRY	Seaside Elementary[#]	2601050	54			17, 19, 22, 24
HORRY	Myrtle Beach Intermediate	2601053	64.17	5	11, 15	21, 23
HORRY	Palmetto Bays Elementary[†]	2601056	77.85	1		23
HORRY	Bridgewater Academy Charter	2601601	51.18	1		
KERSHAW	Baron DeKalb Elementary	2801010	82.14			17, 21
KERSHAW	Bethune Elementary	2801011	90.6			21
KERSHAW	Lugoff Elementary[#]	2801018	50.75			21
KERSHAW	Mt Pisgah Elementary	2801020	72.99			18
LAURENS 55	Hickory Tavern Elementary	3055009	67.25			21, 23
LAURENS 55	E B Morse Elementary	3055010	75.69	5		21
LAURENS 55	Waterloo Elementary[†]	3055014	83.09			18
LEXINGTON 1	Oak Grove Elementary[†]	3201009	51.16			19, 24
LEXINGTON 1	White Knoll Elementary	3201049	46.36	3		
LEXINGTON 1	Lake Murray Elementary	3201056	23.85	5		
LEXINGTON 2	Pineview Elementary	3202022	52.1	1		17
LEXINGTON 5	Chapin Elementary	3205041	27.89			21
LEXINGTON 5	Dutch Fork Elementary[#]	3205042	39.42	1, 3		
LEXINGTON 5	Seven Oaks Elementary	3205045	58.7	1, 3		19
LEXINGTON 5	CrossRoads Middle[†]	3205046	35.77	7		
LEXINGTON 5	Lake Murray Elementary	3205052	20.13			21
LEXINGTON 5	River Springs Elementary[#]	3205053	19.44	1, 3, 5		17, 19, 21, 23
LEXINGTON 5	Ballentine Elementary	3205055	15.18	1, 5		
NEWBERRY	Little Mountain Elementary	3601010	39.19			17
OCONEE	Walhalla Middle	3701006	54.95		13	21
OCONEE	Northside Elementary	3701013	52.16			17
OCONEE	James M. Brown Elementary	3701016	79.13			17

District	School	BEDS	% Poverty Level	Gap(s) Closing		
				African-American	Hispanic	Free/Reduced Lunch
OCONEE	Tamassee-Salem Elementary†	3701020	72.57			17, 21
OCONEE	Westminster Elementary#	3701023	57.75			17
ORANGEBURG 3	St James-Gaillard Elementary	3803021	90.03	7		23
PICKENS	East End Elementary#	3901017	52.11			19
PICKENS	Forest Acres Elementary	3901018	38.44			17
PICKENS	Holly Springs Elementary#	3901020	59.32			17, 22
PICKENS	A R Lewis Elementary†	3901021	70.5			21
PICKENS	Liberty Elementary#	3901022	71.38			17, 19, 22, 23
PICKENS	West End Elementary	3901028	65.18	1		
RICHLAND 2	L W Conder Elementary	4002073	82.87	1		17
RICHLAND 2	North Springs Elementary#	4002080	45.65	1, 3		
RICHLAND 2	Summit Parkway Middle	4002082	37.76		11, 15	
RICHLAND 2	Rice Creek Elementary#	4002083	39.38	1, 3		
RICHLAND 2	Bookman Road Elementary#	4002087	31.95	1		
RICHLAND 2	Lake Carolina Elementary†	4002089	30.78	2, 3, 5		19
SPARTANBURG 1	New Prospect Elementary#	4201011	63.86			17, 21, 23
SPARTANBURG 2	Oakland Elementary	4202088	42.74			17
SPARTANBURG 3	Middle School of Pacolet	4203027	62.14	1		
SPARTANBURG 3	Cannons Elementary	4203028	68.56	1		18, 21
SPARTANBURG 3	Clifdale Elementary	4203031	71.31			18, 19, 21
SPARTANBURG 3	Pacolet Elementary	4203034	68.65			17
SPARTANBURG 5	Duncan Elementary	4205046	73.82			19
SPARTANBURG 5	Reidville Elementary	4205049	53.73			19, 21
SPARTANBURG 5	Berry Shoals Intermediate	4205091	47.39		13	
SPARTANBURG 6	Arcadia Elementary	4206057	93.79		13	
SPARTANBURG 6	Pauline-Glenn Springs Elementa	4206062	48.63			17
SPARTANBURG 6	Woodland Heights Elementary	4206067	63.29	1, 5		17, 21
SUMTER 2	F. J. Delaine Elementary	4302009	93.87	1, 5		17, 21
SUMTER 2	High Hills Elementary	4302012	66.79	5		21
SUMTER 2	Shaw Heights Elementary†	4302019	66.88	1, 4		17, 20
WILLIAMSBURG	W M Anderson Primary#	4501013	97.5	2, 4, 6, 8		18, 20, 22, 24
WILLIAMSBURG	Battery Park Elementary	4501014	99.08	1, 5, 7		17, 21, 23
WILLIAMSBURG	Chavis Elementary	4501020	93.37			21
WILLIAMSBURG	St Mark Elementary#	4501023	98.13	1, 3, 6, 8		17, 19, 22, 24

District	School	BEDS	% Poverty Level	Gap(s) Closing		
				African-American	Hispanic	Free/Reduced Lunch
YORK 2	Bethany Elementary[#]	4602011	52.52			21, 23
YORK 2	Griggs Road Elementary[†]	4602047	41.98			22, 23
YORK 2	Crowders Creek Elementary/Midd	4602051	27.46			21
YORK 3	Rosewood Elementary	4603032	50.58	1, 6		17, 21
YORK 4	Riverview Elementary	4604042	38.8	1		17
YORK 4	Gold Hill Middle	4604049	9.95	7		

Notes for Table:

[#] Recognized for closing gap in 2002, 2003, 2004, and 2005

[†] Recognized for closing gap in 2004 and 2005

* Groups are:

1. African-American students, ELA test, at or above 75th percentile, scored Basic or above;
2. African-American students, ELA test, at or above 90th percentile (Distinguished), scored Basic or above;
3. African-American students, ELA test, at or above 75th percentile, scored Proficient or Advanced;
4. African-American students, ELA test, at or above 90th percentile (Distinguished), scored Proficient or Advanced;
5. African-American students, Math test, at or above 75th percentile, scored Basic or above;
6. African-American students, Math test, at or above 90th percentile (Distinguished), scored Basic or above;
7. African-American students, Math test, at or above 75th percentile, scored Proficient or Advanced;
8. African-American students, Math test, at or above 90th percentile (Distinguished), scored Proficient or Advanced;
9. Hispanic students, ELA test, at or above 75th percentile, scored Basic or above;
10. Hispanic students, ELA test, at or above 90th percentile (Distinguished), scored Basic or above;
11. Hispanic students, ELA test, at or above 75th percentile, scored Proficient or Advanced;
12. Hispanic students, ELA test, at or above 90th percentile (Distinguished), scored Proficient or Advanced;
13. Hispanic students, Math test, at or above 75th percentile, scored Basic or above;
14. Hispanic students, Math test, at or above 90th percentile (Distinguished), scored Basic or above;
15. Hispanic students, Math test, at or above 75th percentile, scored Proficient or Advanced;
16. Hispanic students, Math test, at or above 90th percentile (Distinguished), scored Proficient or Advanced;
17. Free- or reduced-price lunch students, ELA test, at or above 75th percentile, scored Basic or above;
18. Free- or reduced-price lunch students, ELA test, at or above 90th percentile (Distinguished), scored Basic or above;
19. Free- or reduced-price lunch students, ELA test, at or above 75th percentile, scored Proficient or Advanced;
20. Free- or reduced-price lunch students, ELA test, at or above 90th percentile (Distinguished), scored Proficient or Advanced;
21. Free- or reduced-price lunch students, Math test, at or above 75th percentile, scored Basic or above;
22. Free- or reduced-price lunch students, Math test, at or above 90th percentile (Distinguished), scored Basic or above;
23. Free- or reduced-price lunch students, Math test, at or above 75th percentile, scored Proficient or Advanced;
24. Free- or reduced-price lunch students, Math test, at or above 90th percentile (Distinguished), scored Proficient or Advanced.

The numbers of elementary and middle schools recognized for closing the achievement gap for at least one target group in at least one subject area has increased over the four years studied:

- Eighty-seven schools were recognized in 2002;
- One hundred ten schools were recognized in 2003;
- One hundred thirty-two schools were recognized in 2004; and
- One hundred thirty-eight schools were recognized in 2005.

- Sixty-four of the schools identified in 2005 had also been recognized in 2004 for high performance by at least one target group in at least one subject area;
- Thirty-two of these 64 schools were recognized for all four years studied (2002, 2003, 2004, and 2005). These schools are of particular interest because they show sustained progress in reducing achievement gaps and are listed in Table 7.

Table 7
Schools Recognized for Closing Achievement Gap
For Four Consecutive Years (2002 through 2005)

Cedar Grove Elementary (Anderson One)	Goucher Elementary (Cherokee)	Carolina Forest Elementary (Horry)	Liberty Elementary (Pickens)
West Pelzer Elementary (Anderson One)	Pate Elementary (Darlington)	Seaside Elementary (Horry)	North Springs Elementary (Richland Two)
Wren Elementary (Anderson One)	East Elementary (Dillon Two)	Lugoff Elementary (Kershaw)	Rice Creek Elementary (Richland Two)
Hunt Meadows Elementary (Anderson One)	R H Rollings Middle School of the Arts (Dorchester Two)	Dutch Fork Elementary (Lexington Five)	Bookman Road Elementary (Richland Two)
Honea Path Elementary (Anderson Two)	Merriwether Elementary (Edgefield)	River Springs Elementary (Lexington Five)	New Prospect Elementary (Spartanburg One)
Marrington Elementary (Berkeley)	Oakview Elementary (Greenville)	Westminster Elementary (Oconee)	W M Anderson Primary (Williamsburg)
Stono Park Elementary (Charleston)	Lakewood Elementary (Horry)	East End Elementary (Pickens)	St Mark Elementary (Williamsburg)
Buist Academy (Charleston)	Forestbrook Elementary (Horry)	Holly Springs Elementary (Pickens)	Bethany Elementary (York)

The number of schools recognized for each target group in 2005 is listed in Table 8.

Table 8
Numbers of Schools Recognized for Gap Reduction in 2005
Target Groups Identified for High Performance

Target Group(s)	Number of Schools Recognized	Percent of Recognized Schools
African-American Students Only	19	13.8%
Hispanic Students Only	7	5.1
Free- or Reduced-Price Lunch Students Only	63	45.7%
African-American Students; Free- or Reduced-Price Lunch Students	46	33.3%
Hispanic Students; Free- or Reduced-Price Lunch Students	1	0.7%
African-American Students; Hispanic Students; Free- or Reduced-Price Lunch Students	2	1.4%
Totals	138	100%

Forty-three schools were recognized in 2005 for closing the gap for at least one target group in PACT ELA only, thirty-eight schools for closing the gap in Math only, and fifty-seven schools for closing gaps in both ELA and Math.

Not surprisingly, since these schools were chosen because their target demographic groups were achieving near or above the levels of the comparison groups statewide, their overall achievement for all students tended to be high. Of the 138 report card absolute ratings issued for these schools, 40 were Excellent, 78 were Good, and 20 were Average.

The schools also received recognition for achievement and for recent other accomplishments:

- 11 received Palmetto Gold or Silver Awards in 2004;
- 2 received the Palmetto's Finest award;
- 3 were National Blue Ribbon Award schools; and
- 9 received Red Carpet awards.

To identify the characteristics of these schools which differed from those of all schools and which might help to pinpoint the factors behind their success, their report card profile data were compared to those from all schools in the State and to those from schools rated "Excellent" or "Good." These comparisons for selected report card data for 2002, 2003, 2004, and 2005 are listed in Table A-1 in the Appendix.

In all four years studied the identified schools had a higher poverty rate than the Excellent or Good schools but lower than that for all schools. In all years their dollars spent per student were less than all schools, but higher than Excellent or Good schools.

The identified schools had at least somewhat higher levels of teacher attendance and teachers under continuing contract than Excellent or Good schools or all schools. The identified schools also had somewhat lower percentages of students with disabilities than Excellent or Good schools or all elementary and middle schools. The differences between the identified schools and Excellent or Good and all schools in most measures were modest, but indicate that the identified schools may have had somewhat more experienced staffs and higher teacher attendance.

However, most of the differences between the identified schools and other schools were small. One exceptional area was in the teacher, student, and parent survey results, where the identified schools tended to have consistently higher results than the schools they were compared to. This difference was observed in 2002, 2003, and 2004, as well. Parents, teachers, and students in the gap-reducing schools tended to be much more satisfied with the physical and social environment and with home and school relations than survey respondents from other South Carolina schools. Parents and students also reported greater satisfaction with the learning environment in gap-closing schools than in Excellent or Good schools or in all schools. However, teachers in the gap-closing schools expressed slightly less satisfaction with the learning environment than teachers in Excellent or Good schools (although teachers in both the gap-closing schools and in Excellent or Good schools reported much higher levels of satisfaction with the learning environment than teachers in all South Carolina elementary and middle schools). Teacher satisfaction with the learning environment may be an indicator of the levels of academic achievement they expect their students to attain: teachers who believe that the students in their school are being asked to achieve at high levels and are attaining those levels may express more satisfaction with the learning environment. The survey data suggest that teachers, students, and parents in gap-closing schools perceive their schools to be welcoming and positive places with a strong focus on learning.

The performance of the identified target group(s) in these schools was at such a high level that the achievement gap for those students compared to students statewide was virtually eliminated. What the adults in these schools and their communities do every day is making a positive difference for their students.

Discussion

Reviewing the progress made by all students in grades 3 through 8 in PACT ELA and math in 2005 compared to 2004, there was no change in the percent of students scoring Basic or above on either test, there was a very moderate increase in the percent scoring Proficient or Advanced in ELA, and there was a more substantial gain in the percent scoring Proficient or Advanced in math. There was little change in 2005 in the sizes of the achievement gaps between White and African-American students and between pay lunch and free- or reduced-price lunch students in ELA and math, but there were reductions in the gaps between White and Hispanic students in both subjects at both performance levels.

It is noteworthy that students in all the demographic groups studied have higher PACT ELA and math performance in schools with Excellent or Good report card ratings. This finding reflects the higher performance needed on the part of all students for the school to attain the Excellent or Good rating. However, it is disturbing that members of historically underachieving groups of students attending these highly-rated schools

perform at much lower levels than their non-minority, non-poor classmates. For example:

- the gaps in achievement at the Basic or above performance level are similar in magnitude regardless of the overall school rating, but the gaps at the Proficient or Advanced level are larger in higher-performing schools, suggesting large disparities in achievement at higher achievement levels among the demographic groups;
- similar disparities in achievement levels among gifted and talented students belonging to different ethnic and economic groups were described in the recent EOC report on the performance of students participating in the state gifted and talented program (EOC, 2006a).

It would seem that the achievement gaps observed in Excellent, Good, and Average schools may require different approaches to their amelioration than the gaps observed in Below Average and Unsatisfactory schools. The challenge for the high-performing schools is to raise the achievement of their lower income and minority students while maintaining the high levels of achievement of their higher-scoring students. While many historically underachieving groups of students in high-performing schools may be performing at higher levels than their similar peers attending low-performing schools, they still need support to achieve at the Proficient or Advanced levels. The relatively small numbers of such students in high-performing schools would appear to make targeting these students for intervention more manageable than in low-performing schools, where the majority of students belong to historically underachieving groups of students. The challenge for low-performing schools is to raise the achievement levels of all groups.

In addition to examining the achievement gaps in PACT ELA and math, this report provides an initial analysis of gaps in PACT science and social studies achievement. The performance of all student groups is lowest on the PACT science test, with six of ten students passing the test at the Basic or above level and slightly more than one-fourth scoring Proficient or Advanced. Nearly seven of ten students scored Basic or above on the social studies test, with more than one-fourth scoring at the Proficient or Advanced levels. However, the performance of African-American students, free- or reduced-price lunch students, and, to a somewhat lesser extent, Hispanic students is much lower than that of White or pay lunch students. The achievement gaps in science performance between White and African-American students are the largest observed among all the PACT tests and demographic group comparisons. Beginning with the Spring 2006 PACT test results, schools closing the gaps in science and social studies will be identified and their achievements will be recognized.

There was a small increase (from 132 schools in 2004 to 138 schools in 2005) in the number of schools recognized for closing the achievement gaps in 2005. This small increase reflects the relative lack of overall progress on the PACT ELA and math tests in 2005. However, a deeper examination of the schools recognized in 2005 is encouraging.

- Many of the schools recognized in previous years for closing the achievement gap have maintained their accomplishment:
  - ✓ sixty-four schools recognized in 2005 were also recognized in 2004;

- ✓ thirty-two of these schools have been recognized for four consecutive years.
- Many of the schools recognized for closing the achievement gaps in 2005 were high-poverty schools:
  - ✓ sixteen of the recognized schools had 90 percent or more of their students in poverty;
  - ✓ twelve more recognized schools had 80-89 percent of their students in poverty; and
  - ✓ twenty-two additional recognized schools had 70-79 percent of their students in poverty.

These schools provide ample evidence that high performance levels can be achieved in high-poverty schools.

The persistence of the 25 percent Below Basic rate on the 2005 PACT ELA and math results suggest that a disturbing trend may be developing: increases over time in the percentages of students initially scoring Basic who score Proficient or Advanced accompanied by static proportions of students failing the tests at the Below Basic level. This will result in a bimodal distribution of student performance. In both 2004 and 2005 approximately one-fourth of students scored Below Basic and about one-third scored Proficient or Advanced. This trend may be developing in part in response to the attention being paid by educators to the Adequate Yearly Progress (AYP) objectives for No Child Left Behind. The focus in the AYP objectives is on the proportions of students scoring Proficient or higher, which is the appropriate objective for raising South Carolina student achievement to the levels needed for our children's future economic success and well-being. However, we cannot lose sight of the fact that students need the skills required at the Basic level if they are ever to attain the Proficient objective. Providing primary focus and attention on the educational needs of students scoring just below the Proficient level may result in a short-term increase in the percentages of students scoring Proficient, but equal attention must be paid to students who have further to go if all are going to reach the same destination.

The data indicate that what adults in schools and in communities do makes a difference, and that schools can be successful in raising the achievement levels of all students to a high level regardless of the risk factors students bring to school with them. There is no doubt that unacceptably large achievement gaps among demographic groups of students exist in South Carolina. This has long been recognized, and many studies and recommendations from a variety of groups to reduce those gaps, such as the *African American Student Achievement Committee Report* (SDE, 2001) and *Miles To Go* (Southern Education Foundation, 2002) have been made.

The 2004 EOC report on closing the achievement gaps made a set of recommendations in its call to action on the part of South Carolinians to improve the achievement of all children. This analysis of the PACT achievement gaps in 2005 suggests that the 2004 recommendations had little measurable effect. While progress has been made since 2004 in increasing funding levels for public schools and in adopting policies and legislation (such as the Education and Economic Development Act) which should increase achievement levels over time, the effects of those efforts are not yet reflected in a substantial reduction of PACT achievement gaps for most affected student groups. Patience may be needed, perhaps, but at the present rate of progress (one-third of our students scoring Proficient or Advanced and one-fourth scoring Below Basic for the last

two years) it is difficult to see how we will achieve our state's 2010 goal and the 2014 No Child Left Behind goal without increasing our sense of urgency about the need to improve achievement levels for all students.

With that sense of urgency in mind, the 2004 recommendations are repeated below (with an additional recommendation based on sources of information not available in 2004):

- Carry out all the recommendations of the *African American Student Achievement Committee Report*;
- Focus attention on those students falling behind in school and provide for their needs as provided in the EAA:
  - ✓ Increase instructional time for these students;
  - ✓ Develop clear, effective Academic Assistance Plans for each child and rigorously fulfill the Plan;
  - ✓ Improve the literacy development of our youngest children by providing effective family literacy programs;
  - ✓ Focus our preschool intervention programs, such as the four year old child development program, on children most at risk for later school failure;
- Provide for the health and safety of all our children, with special attention to children who currently lack access to care;
- Provide strong interventions to reduce the academic weaknesses of students entering high school;
- Consider implementing the recommendations contained in the following recently reported studies:
  - ✓ *Common Ground for School Improvement (EOC, 2006c)*
  - ✓ *Report to the Governor of the South Carolina Education Reform Council (Governor's Office, 2006)*
  - ✓ *Results and Related Recommendations of the Inventory and Study of Four-Year-Old Kindergarten Programs in South Carolina (EOC, 2006b)*
  - ✓ *Report of the High School Redesign Commission (S. C. Department of Education, 2006).*

References Cited

Education Oversight Committee. (2006a). A performance analysis of South Carolina's gifted and talented. Columbia, SC: Author.

Education Oversight Committee. (2006b). Results and Related Recommendations of the Inventory and Study of Four-Year-Old Kindergarten Programs in South Carolina. Columbia, SC: Author.

Education Oversight Committee. (2006c). Common ground for school improvement. Columbia, SC: Author.

Education Oversight Committee. (2005, June 13). The performance of historically underperforming groups of students in South Carolina: Answering the call to action. Columbia, SC: Author.

Education Oversight Committee. (2004, June 17). The performance of historically underperforming groups of students in South Carolina: A call to action. Columbia, SC: Author.

Education Oversight Committee. (2003, June 19). The performance of historically underperforming groups of students in South Carolina: Small steps forward. Columbia, SC: Author.

Governor's Office. (2006). Report to the Governor of the South Carolina Education Reform Council. Columbia, SC: Author.

Grissmer, D., Flanagan, A., & Williamson, S. (1998). Why did the Black-White score gap narrow in the 1970s and 1980s? In C. Jencks & M. Phillips (Eds.), The black-white test score gap (pp. 182-226). Washington, DC: Brookings Institution Press.

Hedges, L. V., & Nowell, A. (1998). Black-White test score convergence since 1965. In C. Jencks & M. Phillips (Eds.), The black-white test score gap (pp. 149-181). Washington, DC: Brookings Institution Press.

Jencks, C., & Phillips, M. (1998). The black-white test score gap. Washington, DC: Brookings Institution Press.

S.C. Department of Education. (2006). Report of the High School Redesign Commission. Columbia, SC: Author.

S,C. Department of Education. (2005). Income eligibility guidelines for free- and reduced-price lunch program, 2005-2006. Columbia, SC: Author.

S.C. Department of Education. (2001, May 30). Report of the African-American student achievement committee and work groups. Columbia, SC: Author.

Southern Education Foundation. (2002, March). Miles to go. Atlanta, GA: Author.

Appendix
Table A-1
Comparison of 2002, 2003, 2004, and 2005 Selected Report Card Variables
Schools In Which Target Group Scores Are At or Above 75th Percentile for All Students (Gap Closing Schools)
Compared to All Schools And to Schools Rated Excellent or Good

Report Card Variable	Gap Closing Schools			Excellent or Good Schools			All Schools (Grades 3-8)		
	Mean 2005 {2004} [2003] (2002)	5%ile 2005 {2004} [2003] (2002)	95%ile 2005 {2004} [2003] (2002)	Mean 2005 {2004} [2003] (2002)	5%ile 2005 {2004} [2003] (2002)	95%ile 2005 {2004} [2003] (2002)	Mean 2005 {2004} [2003] (2002)	5%ile 2005 {2004} [2003] (2002)	95%ile 2005 {2004} [2003] (2002)
Poverty Index	60.3 {56.6} [56.7] (52.8)	20.1 {20.2} [17.9] (17.7)	96.6 {92.8} [92.2] (90.9)	53.0 {55.9} [51.6] (49.0)	20.3 {21.4} [18.9] (18.3)	83.1 {87.3} [81.6] (79.2)	69.5 {68.3} [65.3] (64.2)	32.0 {30.6} [28.2] (26.2)	97.0 {96.3} [95.2] (95.5)
Dollars per Student	6493 {6144} [6113] (5545)	4649 {4531} [4625] (4140)	8818 {8047} [8197] (7000)	6086 {5986} [5937] (5531)	4515 {4633} [4577] (4172)	7757 {7758} [7712] (7075)	6507 {6270} [6217] (5665)	4709 {4705} [4695] (4194)	9261 {8524} [8589] (7681)
Student Teacher Ratio	19.3 {20.0} [19.1] (19.2)	14.4 {15.0} [14.3] (14.4)	24.4 {25.0} [23.1] (22.9)	19.9 {20.0} [19.7] (19.2)	15.7 {16.0} [14.9] (12.3)	24.6 {24.6} [24.6] (24.5)	19.2 {19.5} [19.2] (18.4)	14.1 {13.8} [12.8] (10.6)	25.0 {25.1} [24.6] (24.5)
Student Attendance	96.5 {96.8} [96.0] (96.5)	95.6 {95.6} [94.5] (95.2)	97.5 {99.3} [97.3] (97.7)	96.5 {96.6} [95.9] (96.3)	95.5 {95.4} [93.9] (94.1)	97.4 {99.1} [97.3] (97.5)	96.1 {96.3} [95.5] (96.1)	94.3 {94.5} [92.8] (93.5)	97.3 {98.8} [97.2] (98.0)
Teacher Attendance	95.1 {95.0} [95.4] (95.1)	92.5 {92.8} [92.8] (92.1)	97.4 {97.2} [98.0] (97.4)	95.0 {94.9} [95.5] (95.4)	92.6 {92.5} [93.0] (92.4)	96.9 {96.9} [98.6] (98.3)	94.8 {94.7} [95.2] (95.2)	92.2 {92.3} [92.4] (92.4)	96.9 {96.9} [98.4] (98.2)

Report Card Variable	Gap Closing Schools			Excellent or Good Schools			All Schools (Grades 3-8)		
	Mean 2005 {2004} [2003] (2002)	**5%ile 2005 {2004} [2003] (2002)**	**95%ile 2005 {2004} [2003] (2002)**	**Mean 2005 {2004} [2003] (2002)**	**5%ile 2005 {2004} [2003] (2002)**	**95%ile 2005 {2004} [2003] (2002)**	**Mean 2005 {2004} [2003] (2002)**	**5%ile 2005 {2004} [2003] (2002)**	**95%ile 2005 {2004} [2003] (2002)**
Student Retention	2.9 {2.9} [2.8] (3.5)	0.3 {0.5} [0.2] (0.6)	6.8 {7.3} [6.9] (7.5)	2.6 {2.8} [2.6] (3.1)	0.3 {0.5} [0.2] (0.5)	6.0 {6.6} [6.3] (7.0)	3.5 {3.5} [2.9] (4.1)	0.5 {0.5} [0.2] (0.7)	7.7 {9.0} [7.4] (9.2)
Days Prof. Development	13.1 {12.2} [12.2] (11.0)	7.0 {6.9} [6.5] (6.9)	25.2 {19.5} [20.8] (17.1)	12.7 {12.2} [11.3] (10.6)	7.2 {6.7} [6.1] (6.5)	20.1 {19.6} [18.0] (16.7)	13.3 {12.5} [11.6] (10.5)	7.2 {6.5} [5.6] (5.8)	22.1 {20.4} [19.2] (16.4)
Teachers Advanced Degrees	52.6 {53.0} [47.8] (50.7)	26.7 {35.0} [26.1] (30.0)	72.7 {73.6} [73.1] (71.4)	54.7 {52.8} [50.6] (51.4)	36.4 {33.3} [29.4] (30.0)	71.8 {71.4} [70.5] (71.1)	51.9 {50.4} [48.5] (48.3)	30.8 {29.4} [27.3] (25.6)	70.3 {70.4} [69.6] (69.0)
Percent Cont. Contract Teachers	83.8 {87.9} [87.3] (85.6)	65.9 {75.0} [70.6] (71.2)	97.1 {100} [100] (97.4)	83.7 {87.8} [87.1] (86.1)	67.4 {75.0} [73.0] (71.2)	96.6 {100} [100] (97.3)	79.7 {83.9} [83.2] (81.6)	56.3 {62.5} [63.2] (58.6)	96.1 {98.2} [97.4] (96.4)
Teachers Out of Field	2.4 {2.0} [1.1] (1.4)	0 {0} [0] (0)	11.1 {7.7} [5.0] (7.0)	2.1 {2.0} [1.4] (1.6)	0 {0} [0] (0)	8.0 8.3} [6.5] (7.4)	3.9 {4.0} [1.8] (2.3)	0 {0} [0] (0)	15.4 {16.2} [7.9] (9.5)
Teacher Retention	85.9 {86.0} [86.7] (88.1)	70.5 {74.4} [76.2] (79.5)	95.6 {94.7} [95.4] (95.0)	87.3 {86.8} [86.2] (86.7)	75.0 {74.7} [73.1] (75.4)	95.3 {94.8} [94.2] (94.4)	85.0 {84.8} [83.8] (83.9)	71.5 {70.4} [68.5] (69.1)	94.5 {94.1} [93.8] (93.6)
Average Teacher Salary	42261 {41274} [40119] (40057)	38021 {37240} [35645] (36178)	46888 {45883} [44253] (44433)	42715 {41541} [40694] (40335)	38671 {37490} [36462] (36333)	46888 {45625} [44799] (44433)	41595 {40648} [39865] (39347)	36951 {36406} [35538] (34807)	46130 {45032} [44275] (43707)

Report Card Variable	Gap Closing Schools			Excellent or Good Schools			All Schools (Grades 3-8)		
	Mean 2005 {2004} [2003] (2002)	5%ile 2005 {2004} [2003] (2002)	95%ile 2005 {2004} [2003] (2002)	Mean 2005 {2004} [2003] (2002)	5%ile 2005 {2004} [2003] (2002)	95%ile 2005 {2004} [2003] (2002)	Mean 2005 {2004} [2003] (2002)	5%ile 2005 {2004} [2003] (2002)	95%ile 2005 {2004} [2003] (2002)
Percent Spent on Teacher Salaries	64.0 {64.6} [64.9] (65.1)	49.4 {55.7} [56.8] (54.9)	72.6 {72.8} [71.9] (72.3)	65.6 {65.3} [65.5] (65.7)	56.3 {56.3} [56.8] (57.5)	73.9 {73.4} [72.7] (74.5)	64.0 {64.4} [64.4] (64.9)	53.6 {55.0} [54.4] (55.5)	73.4 {73.4} [73.2] (74.1)
Principal's Years At School	6.5 {7.1} [6.3] (6.8)	1.0 {1.0} [1.0] (1.0)	18.0 {19.0} [19.0] (17.0)	6.5 {6.4} [6.3] (6.1)	1.0 {1.0} [1.0] (1.0)	19.0 {19.0} [18.0] (17.0)	5.4 {5.5} [5.5] (5.3)	1.0 {1.0} [1.0] (1.0)	17.0 {17.0} [17.0] (16.0)
Percent Parents Conferencing	96.4 {97.6} [97.6] (97.2)	84.7 {92.1} [91.4] (82.8)	99.6 {99.6} [99.7] (100)	96.7 {97.0} [96.5] (96.6)	87.9 {88.4} [83.9] (80.6)	99.7 {99.7} [99.6] (99.8)	94.7 {94.5} [93.2] (92.3)	76.1 {74.5} [66.0] (61.3)	99.6 {99.6} [99.5] (99.7)
Students with Disabilities	8.0 {8.3} [8.0] (7.9)	3.1 {3.5} [3.2] (3.3)	16.4 {15.6} [15.9] (14.6)	8.6 {9.0} [8.8] (8.9)	3.3 {3.6} [3.2] (3.4)	16.6 {16.7} [16.7] (17.0)	10.5 {10.4} [10.4] (10.2)	3.7 {3.6} [3.5] (3.3)	18.7 {19.4} [19.6] (20.1)
Teacher Satisfaction Learning Environment	95.1 {94.9} [95.8] (96.2)	80.5 {77.8} [85.7] (84.4)	100 {100} [100] (100)	95.6 {95.0} [95.0] (94.2)	84.4 {82.0} [81.1] (79.2)	100 {100} [100] (100)	89.1 {88.1} [88.2] (86.5)	60.5 {58.3} [57.1] (53.6)	100 {100} [100] (100)
Student Satisfaction Learning Environment	87.9 {88.1} [88.3] (90.1)	74.5 {74.2} [73.6] (76.6)	97.7 {98.2} [98.8] (100)	86.9 {86.2} [85.5] (85.7)	71.0 {68.7} [66.7] (67.2)	97.3 {97.0} [97.5] (97.6)	82.2 {81.4} [80.6] (80.7)	59.4 {58.8} [55.1] (56.3)	96.7 {96.1} [96.7] (96.6)
Parent Satisfaction Learning Environment	89.0 {89.1} [89.4] (90.4)	73.7 {77.4} [78.2] (77.8)	97.1 {96.7} [98.1] (100)	88.5 {88.5} [87.8] (88.0)	75.9 {75.9} [73.3] (71.3)	96.6 {97.1} [97.7] (100)	83.6 {83.3} [82.9] (82.5)	64.1 {62.7} [61.5] (60.0)	96.2 {96.8} [96.9] (97.4)

Report Card Variable	Gap Closing Schools			Excellent or Good Schools			All Schools (Grades 3-8)		
	Mean 2005 {2004} [2003] (2002)	**5%ile 2005 {2004} [2003] (2002)**	**95%ile 2005 {2004} [2003] (2002)**	**Mean 2005 {2004} [2003] (2002)**	**5%ile 2005 {2004} [2003] (2002)**	**95%ile 2005 {2004} [2003] (2002)**	**Mean 2005 {2004} [2003] (2002)**	**5%ile 2005 {2004} [2003] (2002)**	**95%ile 2005 {2004} [2003] (2002)**
Teacher Satisfaction Phys. and Social Environment	96.1 {95.6} [95.3] (95.2)	83.3 {83.9} [82.6] (81.8)	100 {100} [100] (100)	96.0 {95.4} [94.9] (94.0)	85.3 {84.0} [80.0] (80.0)	100 {100} [100] (100)	90.4 {89.1} [88.9] (87.4)	63.6 {60.0} [61.2] (55.6)	100 {100} [100] (100)
Student Satisfaction Phys. and Social Environment	87.6 {87.9} [87.7] (88.7)	68.0 {74.1} [73.5] (73.1)	100 {97.1} [98.0] (98.8)	86.4 {86.2} [85.6] (86.3)	73.0 {71.8} [68.1] (69.1)	97.5 {96.7} [97.3] (97.8)	81.9 {81.2} [80.5] (81.5)	61.2 {59.7} [58.1] (59.6)	96.0 {96.1} [96.8] (97.1)
Parent Satisfaction Phys. and Social Environment	89.0 {88.1} [88.9] (89.4)	75.6 {72.6} [75.0] (77.8)	97.6 {97.6} [97.5] (100)	88.2 {86.6} [87.3] (86.9)	74.1 {71.4} [73.5] (70.0)	97.2 {97.6} [97.4] (99.2)	81.1 {80.3} [80.7] (80.5)	57.6 {55.9} [56.7] (56.1)	96.2 {96.0} [91.2] (97.6)
Teacher Satisfaction Home-School	88.5 {89.2} [88.6] (88.5)	52.9 {56.5} [60.0] (55.2)	100 {100} [100] (100)	92.2 {88.4} [88.2] (87.5)	68.8 {58.8} [60.0] (56.5)	100 {100} [100] (100)	74.4 {72.7} [71.3] (69.5)	32.6 {26.2} [25.0] (23.8)	100 {100} [100] (100)
Student Satisfaction Home-School	89.5 {90.0} [89.9] (91.9)	79.3 {79.5} [79.8] (83.3)	97.2 {97.8} [97.4] (100)	89.2 {89.2} [89.0] (89.9)	80.0 {79.7} [79.2] (78.8)	97.0 {97.4} [98.0] (98.8)	86.8 {86.8} [86.5] (87.8)	75.5 {75.2} [74.2] (75.1)	96.2 {96.7} [97.0] (97.7)
Parent Satisfaction Home-School	78.0 {77.2} [78.0] (81.5)	60.0 {60.7} [61.0] (63.8)	91.5 {90.3} [92.0] (94.4)	76.9 {75.5} [75.6] (76.9)	60.8 {58.2} [57.6] (56.3)	90.4 {90.4} [90.3] (92.1)	72.1 {71.3} [71.3] (72.7)	52.0 {51.9} [51.2] (50.0)	89.1 {89.8} [89.5] (90.2)
Enrollment	520 {558} [488] (542)	155 {232} [197] (224)	1034 {986} [822] (955)	603 {575} [581] (600)	229 {225} [236] (232)	1057 {986} [976] (1043)	535 {535} [541] (546)	191 {210} [212] (213)	970 {958} [949] (955)